



Behaviour Policy

Date approved:	Autumn 2025
Review Date of Policy:	Autumn Term 2026



Our main aim at Downsell Primary School is that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school's Behaviour Policy has been designed with this in mind. We endeavour to create an environment where everyone feels happy, secure and safe.

Aims

- Promote a positive climate for learning
- Ensure that each child can develop and achieve his or her full potential
- Provide a safe environment where everyone feels welcome, happy and secure, free from bullying, violence and any form of harassment
- Promote self-esteem, self-discipline and positive relationships based on mutual respect
- Promote a culture of praise and encouragement in which all pupils achieve
- Ensure teachers and other staff are well equipped to manage behaviour issues that can impede effective learning
- Work in partnership with parents and carers to support the social, emotional and academic development of all pupils
- Provide a framework to support and promote acceptable standards of behaviour

School Ethos and Values

Downsell Primary school has high expectations of all its pupils and is fully committed to every child receiving the best education. All members of the school community must behave well, work hard and show respect for one another ensuring that Downsell Primary is a safe and positive place to be. We endeavour to create an environment where a high standard of behaviour is the norm.

We are a **Rights Respecting School** and the following Articles from the ***United Nations Convention on the Rights of the Child*** underpin our Behaviour Policy.



Article 2 – Every child to be treated the same regardless of ethnicity, gender, religion, ability, language

Article 3 – The best interest of the child must be a top priority in all decisions that affect children

Article 5 – The responsibilities of parents to provide guidance for their child must be respected

Article 12 – Every child has the right to express their views

Article 19 – Every child must be protected from all forms of violence, neglect and abuse

Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity and their rights

Expectations

Every class, with input from teachers, TAs and pupils will generate a set of class expectations based on the Articles. This forms the Class Charter which offers children and adult's guidance on what is expected in terms of behaviour, work and attitude. The expectations focus on the positive and are displayed prominently in the classroom.

What we expect from pupils

We expect our pupils to:

- Have high levels of attendance and punctuality
- Move around the school quietly
- Use appropriate language
- Work collaboratively
- Value other individuals and the contributions they make to lessons
- Accept responsibility for behaviour
- Behave appropriately outside of school
- Be an ambassador for our school
- Listen to others and respect their view

Our expectations for our pupils are communicated through the use of Downsell's Golden Rules:

***We use kind words and kind hands**

***We listen to the adults that help us**

***We look after our school and our belongings**

***We try our best in all that we do**

***We are ready to learn!**

The language is kept simple so that all children across the school can access it easily.

What we expect from staff

We expect our staff to:

- Treat each other with respect at all times
- Speak to each other politely
- Have a zero tolerance environment against all bullying or discrimination on basis of race, gender, sexuality or religion
- Accept shared responsibility for promoting appropriate behaviour
- Promote good relationships with parents and carers and foster a sense of belonging to a community
- Listen to and be supportive of all pupils
- Work together for the overall good of the school community
- Respect the values and beliefs of others

What we expect from parents / carers

We expect parents / carers to:

- Treat all staff and other adults with respect
- Behave responsibly on school premises
- Encourage their child to have high standards of behaviour
- Collaborate actively with the school to ensure children receive a consistent message about behaviour

How we support behaviour

Circle Time

All classes use circle time sessions to discuss issues that may be impacting on well-being and mental health of children in class. They could include discussions on inappropriate behaviour or language.

High 5

We encourage our children to be responsible for their own behaviour and this includes managing friendships, problem solving and managing conflicts. We do this through our use of 'High 5'.

High 5 is implemented through the following:

1. Ignore
2. Talk friendly
3. Walk away
4. Talk firmly
5. Report

This strategy also supports our anti-bullying work.

HOW we support Children with SEND

"In accordance with the Equality Act 2010, Downsell Primary School recognises its legal duty to make 'reasonable adjustments' for pupils with SEND to ensure they are not placed at a substantial disadvantage compared to their peers. We understand that this duty is anticipatory; we proactively consider how our behaviour policy, routines, and physical environment may need to be adapted to prevent barriers to inclusion.

When a pupil's behaviour is a consequence of their SEND or disability, we will consider the following adjustments before applying standard sanctions:

Adaptation of Rules: Modifying specific rules that may be difficult for a child to follow due to their condition (e.g., allowing a child with sensory processing needs to wear an adapted uniform or ear defenders).

Alternative Sanctions: Providing an alternative to suspension or exclusion when the behaviour is linked to SEND, ensuring the response is proportionate and focuses on learning and safety.

Environmental Triggers: Identifying and removing triggers that lead to dysregulation, such as providing 'time-out' cards, access to a safe space, or adapting lessons to suit their needs on the specific day.

Communication Aids: Using visual timetables, 'now and next' boards, or simplified language to ensure expectations are clearly understood.

Chunking Tasks: Breaking down complex instructions into single, manageable steps to assist with focus and executive function.

Positive Reinforcement: High-frequency rewards (e.g., stickers, extra "choice time") for meeting short-term behavioral targets, rather than relying on long-term goals.

Seating: Strategic seating near the teacher or away from windows/doors to minimise environmental distractions.

Root Cause Assessment: The SENCo helps teachers "pick apart" why a behaviour is happening, identifying if it stems from sensory overload, communication frustration, or cognitive challenges

Individual Behaviour Plans (IBPs): The SENCo leads the development of IBPs that outline specific goals, motivators, and de-escalation strategies for a child.

Advising and Training Staff/Teacher Guidance: The SENCo advises class teachers on how to adapt their lessons and environment—for example, recommending visual aids, quiet zones, or movement breaks.

Staff Training: They lead whole-school training on specific needs, such as how to communicate literally and visually with autistic pupils.

Specialist Referrals: If a school's internal strategies aren't enough, the SENCo coordinates referrals to experts such as Educational Psychologists, Speech and Language Therapists, or Behaviour Support Services.

Multi-Agency Working: SENCo act as a liaison between the school, families, and health or social services to ensure a holistic approach to the child's development.

Parental Partnership: They work closely with parents to share insights from home, ensuring that everyone is on the same page regarding the child's behaviour and development.

Nurture Rooms

Nurture Rooms De-Escalation

Stress Response Awareness: High-needs behaviour (e.g., aggression, destruction, extreme withdrawal) is treated as an involuntary survival response (fight, flight, freeze, or fawn), not deliberate misconduct.

- **Co-Regulation Priority:** The policy mandates that staff regulate their own nervous systems first. A dysregulated adult cannot calm a dysregulated child.
- **Low-Arousal Approach:** The physical environment and staff responses minimize triggers by reducing noise, direct eye contact, and overwhelming sensory input during crises.

Key Policy Components for High-Needs Provision

1. Individualised Behaviour Plans

Every high-needs child must have a living document that bypasses universal rules. This plan details:

- **Specific Triggers:** Sensory overstimulation, transitions, specific words, or physical proximity.
- **Early Warning Signs:** Subtle physiological changes (e.g., pacing, change in vocal pitch, rocking) that signal escalating distress.
- **Proactive Strategies:** Pre-arranged sensory breaks, heavy work activities, or use of a specific "safe adult."
- **Reactive Strategies:** Explicit instructions on what to say and do if the child enters a full crisis state.

2. Micro-Transitions and Predictability

High anxiety drives challenging behaviour. The policy should embed strict environmental scaffolding:

- **Visual and Objects of Reference:** Using concrete items or visual schedules to signal what is happening next, minimizing the fear of the unknown.
- **Now-Next-Then Framing:** Breaking the session down into tiny, manageable chunks to prevent cognitive overload.

3. Therapeutic Responses to High-Risk Behaviour

When high-needs children exhibit dangerous behaviours, the policy shifts from "consequences" to "containment and repair":

- **Change of Face:** If a dynamic between a staff member and a child escalates, a pre-arranged protocol allows staff to swap out seamlessly without shame or punishment.
- **The "Right to Rescue":** Clear guidelines on when and how to safely clear the room of other children to preserve the dignity of the dysregulated child.
- **Restorative Timing:** A strict rule that no reflective or restorative conversation happens until physiological markers (heart rate, breathing) return to baseline, which can take hours for high-needs children.

Systemic Support and Staff Safeguarding

Working with high-needs children carries a high risk of secondary trauma and burnout. A robust policy must protect the staff:

- **Mandatory Debriefs:** Staff must have a structured, non-judgmental space to process severe incidents before the end of the school day.

We use ***Class Dojo*** to support behaviour.

The use of class dojo supports children with understanding positive and negative behaviours, whilst also giving them the opportunity to reflect and manage their behaviour independently.

Dojo Point System

We have adopted the use of Class Dojo, as a behaviour communication platform bringing together parents/ carers, teachers and children.

As a school we have up to 12 positive behaviour options on our class dojo menu. All teachers include the key positive behaviours, which link to our golden rules:

- Showing kindness (Golden rule: we use kind words and kind hands)
- Respect / helping others (Golden rule: we use kind words and kind hands)
- Resilience / persistence (Golden rule: we try our best in all that we do)
- Responsibility / working hard (Golden rule: we try our best in all that we do)
- Presentation / on task (Golden rule: we try our best in all that we do)
- Using learning time effectively / on task (Golden rule: we are ready to learn)
- Walking sensibly (Golden rule: we listen to the adults that help us)
- Lining up sensibly (Golden rule: we listen to the adults that help us)
- Class inspection (Golden rule: we look after our school and our belongings)

The remaining 4 options can be decided by the class teacher.

The use of dojo points is linked to our bravo, achievement and golden awards.

If a child is not following the golden rules / class charter they will lose dojo points.

Lunchtime reflection

The loss of 3 dojo points throughout the day will mean that a child will have a lunch time reflection the following day. If the child loses 3 dojo points before lunchtime, he/she will have lunchtime reflection on the same day.

SLT member on duty to decide the duration of the reflection.

When a child is given a consequence of lunchtime reflection, their class teacher will give them a slip to inform them of the consequence. Parents / carers will also be informed by the SLT member on duty.

When the child loses 2 dojos, the child will go to their class reflection table for time out. They will complete their reflection sheet. Some children may need support to do this. Once that is completed, they then return to what the class is doing.

If the child is unable to stay in your classroom to complete the work for that lesson, then you may use a buddy class.

The loss of 2 dojos do not need to be recorded on CPOMS, instead the child's reflection sheet will be filed away in the class behaviour folder.

If the child continues to not follow the golden rules / class charter, then they will lose another dojo point.

Negative 3 dojos for the day are recorded on CPOMS.

- Continuous disrupting learning of others after the following has been used - reflection sheet completed, or time out in buddy class.
- Persistently refusing to adhere to class expectations

For serious behaviour incidents that are likely to result in suspension or exclusion. Parents will always be called in immediately for all behaviours referred to the Head Teacher.

A serious incident will result in SLT members calling parents/ carers. Examples of this are shown below:

- Racism, sexism or homophobia
- Threatening behaviour and intimidation of others
- Physical violence towards others including adults
- Biting or hurting others with an object (such as a pencil)
- Behaviour that endangers self or others
- Aggressive threats of violence towards a child or adult
- Verbal abuse of others including adults

More serious incidents will be dealt with by the Head teacher.

Dojo Awards

To earn a bravo award, children must achieve the following:

KS2 = 20 points = bravo award

KS1 = 15 class dojo points = bravo award

40 Dojos =pencil

80 Dojos = Colouring pencils

120 Dojos = Colouring book and felt tips

140 Dojos= Filled pencil case

200 Dojos = Football/ Bracelet making kit

Children receiving bravo, achievement and golden awards, are celebrated during our Friday assembly, where parents / carers are invited to attend.

Physical Restraint

On occasion it will be necessary for staff to physically restrain a child. This will only happen if the child is presenting a danger to themselves or to other children. Restraining a child is a last resort and will always be done sensitively and to cause minimal disruption. The welfare of the child will be forefront and bringing resolution and peace to the situation will be the main objective. All staff are obliged to act professionally in this event and make decisions based on the risk presented to them. Several staff are trained in physical restraint (Team Teach) and their names are on display on the board by the office. However, all staff are required to act if the safety of anyone is compromised. Physical restraints must be logged on CPOMS and in the bound red book in the head teacher's office. This is a legal requirement.

Lunchtime Incidents/MDAs

All games in the playground at lunchtime will stop five minutes before the end of the session to allow issues to be resolved by the MDAs. Any incidents in the playground must be dealt with and resolved before the children go back to class.

Escalation of incidents

We will follow the escalation procedures below for incidents of poor behaviour, which will reset for pupils each half term:

1st and 2nd lunchtime reflection and parent / carer phone call from behaviour team

3rd lunchtime reflection and parent / carer meeting with senior leader for year group, where a behaviour plan will be drawn up

4th incident – meeting with Deputy Head to review behaviour plan and to discuss further support i.e. learning mentor interventions or outside agencies such as Early Help / BACME

5th incident – meeting with Headteacher

Throughout the process the Inclusion Team will discuss the needs of the child and possible next steps with input from the class teacher and SLT member.

Further Sanctions

The Head Teacher can impose further sanctions when all other strategies have been attempted and failed. Further sanctions will be based on the needs of the child and any issues of SEND and safeguarding will be taken into account. Before any further sanction is given, the team around the child will be consulted with.

Suspensions / Exclusions

A suspension or exclusion will occur if children repeatedly violate the Behaviour Policy and/or

If a child seriously assaults another child

If a child assaults a member of staff

Suspensions / exclusions can be *fixed term* or *permanent*

Internal exclusions (with the written agreement of the parents) can also be applied at the discretion of the Head Teacher.

All suspensions / exclusions must be carried out according to DfE guidelines and can only be used in serious cases. Parents will be fully consulted before any suspension / exclusion, so they understand the terms and their rights.

Reporting to parents / carers

We believe that the partnership between school and parents / carers and families is key to supporting our pupils successfully with their behaviour.

Positive behaviours are celebrated through our awards and the use of class dojo points. This information is shared with parents / carers and families through assemblies.

Behaviour concerns are communicated by the class teacher at the end of the day. If the child is in an after school club, the class teacher will pass a message to the club leader to give to the parent / carer.

Challenging behaviours are communicated through telephone calls or meetings, by a member of the behaviour team. This is to ensure that the child understands the seriousness of their behaviour and it supports us in planning for further support if needed for the pupil.

Bullying

Our school does not tolerate bullying of any kind; physical, verbal, psychological, sexual and cyberbullying. Any act of bullying or intimidation will be acted upon immediately. We endeavour to do everything possible to ensure that all children and adults attend school without fear of bullying (see Anti-Bullying Policy). We encourage co-operative behaviour and an environment where any victim feels confident and supported to report any problems. All staff must be mindful of bullying behaviour and take steps to stop it.

If staff have any concerns around issues related to bullying, they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

Parents will be informed of all incidents related to bullying and appropriate consequences put in place for pupils, not limited to but also including restorative approach.

Racist Behaviour

Racially motivated behaviour that can take the form of derogatory name calling, racist jokes or graffiti, or a physical assault will not be tolerated.

If staff have any concerns around issues related to racist behaviour they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

Parents will be informed of all incidents related to racist behaviour and appropriate consequences put in place for pupils, not limited to but also including restorative approach.

Sexual Harassment/Abuse

Incidents could include a wide range of behaviours in the form of personal abuse, physical attacks, comments etc.

If staff have any concerns around issues related to sexual harassment / abuse, they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

Parents will be informed of all incidents related to sexual harassment / abuse and appropriate consequences put in place for pupils, not limited to but also including restorative approach.

Sexist or Homophobic Bullying

Homophobic bullying where an individual is targeted because of actual or perceived sexuality will never be tolerated and will be dealt with by a member of the SLT.

Sexist bullying is driven by sexism within society with peer enforcement of perceived gender norms. For this reason, it is vital that we take a strong approach against all forms of sexism and sexist stereotypes in order to build a response to sexist bullying.

If staff have any concerns around issues related to sexist or homophobic bullying, they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

Parents will be informed of all incidents related to sexual or homophobic bullying and appropriate consequences put in place for pupils, not limited to but also including restorative approach.

For all children subject to incidents of bullying, racism, sexual harassment abuse, sexist or homophobic bullying, appropriate support will be put in place for them with consultation with parents.

At Downsell Primary School we will continue to work in partnership with pupils and parents to ensure that exemplary behaviour is demonstrated at all times.

Child on child abuse

Every child has the right to feel safe at school. Just as every child has a right, they also have a responsibility to treat others respectfully to ensure others are also safe.

"Children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online."

"It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it."

Keeping Children Safe in Education

Screening, searching and confiscation

Our aim is to ensure that we create a safe environment for both staff and pupils. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. With this in mind we have a separate searching, screening and confiscation policy in place, which should be read alongside this policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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 safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Where there is suspected child on child abuse please read the school's Child Protection and Safeguarding Policy.

Reflection Sheet



What happened?

How did you feel?



stressed



upset



nervous



angry



worried



other

How did your behaviour make other people feel?

Adult section:

Not following instructions ☐

Incomplete work ☐

Talking when asked to stop ☐

Disrupting others ☐

Other:

.....

Adult name:

Date:

Reflection Sheet

How were you feeling when you were moved down the behaviour ladder?



What happened?

How did your behaviour make other people feel?

☐ Happy	☐ Sad	☐ Confused	☐ Angry
☐ Scared	☐ Unsafe	☐ Worried	☐ Frustrated

What could you do next time?

We are a Rights respecting school. Our behaviour has an impact on other children's rights. Which right has your behaviour had an impact on?

Rights Respecting Schools  Article 19 You have the right to be protected from being hurt and mistreated, in body or in mind.	Rights Respecting Schools  Article 28 You have the right to good quality education. You should be encouraged to go to school to the highest level you can.	Rights Respecting Schools  Article 39 You have the right to help if you've been hurt, neglected or badly treated.
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Adult section:

Not following instructions ☐

Incomplete work ☐

Talking when asked to stop ☐

Disrupting others ☐

Other:

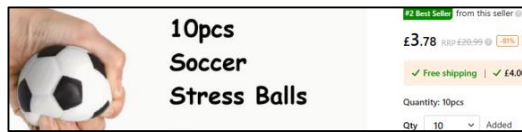
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Adult name:

Date:

Dojo Behaviour Prizes

40 Dojos:



Squishy ball (boys)



Squishy (Girls)



Pencil with rubber

80 Dojos:



Colouring pencils (All)



4 colour pens (KS2)

120 Dojos:

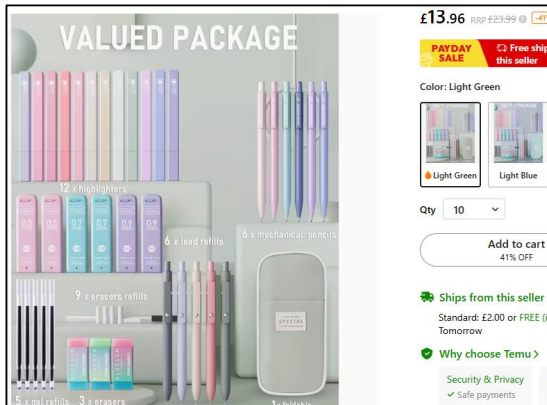


Colouring book and felt tips (KS1)



Rainbow scratch book (KS2)

140 Dojos

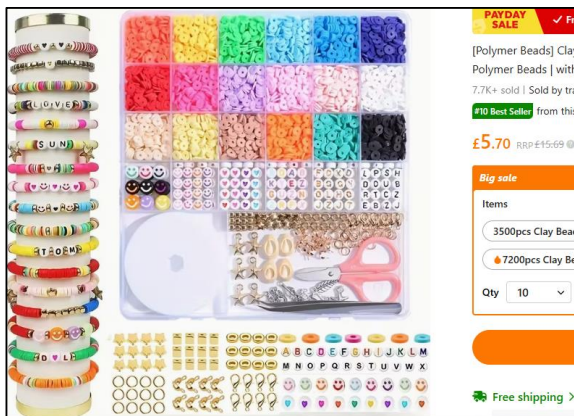


Filled pencil case (all)

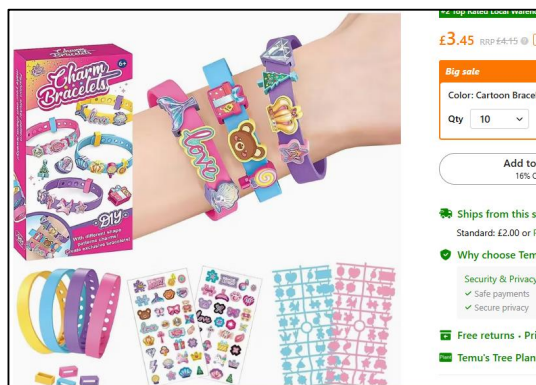
200 Dojos



Football (All boys)



Bracelet making kit (girls KS2)



Girls (KS1)