



Behaviour Policy

Date approved:	6 th July 2026
Next review:	Summer Term 2027



1. Introduction

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.

2. Aims

The school's specific aims are to

- 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

3. Ethos and Values

The 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 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



4. 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.

5. What we expect from pupils – they are expected 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

6. What we expect from staff -they are expected 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

7. What we expect from parents / carers – they are expected 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

8. How we support behaviour

We use both the *behaviour ladder and Class Dojo* to support behaviour.

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

Early Years use a simplified version of the behaviour ladder – only the colours green, blue and orange.

9. The Behaviour Ladder

Blue

All children begin the school day on blue. This is our minimum expected behaviour. By following the school's golden rules, children will stay on blue.

Orange

If a child is not following the golden rules / class charter they will lose dojo points. The loss of 3 dojo points will mean that a child will move down to orange on the colour chart.

When on orange, 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 has managed this then their name returns to blue.

Orange incidents 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 move down to red.

Red

Red incidents are recorded on CPOMS.

When a child has moved to red from orange, then they will complete lunchtime reflection. This may be because there has been:

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

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

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 Headteacher.

A serious incident will result in movement directly to red, bypassing all other colours. 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

9.1 Class Dojo

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.

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

KS2 – 20 points = bravo award

KS1 = 15 class dojo points = bravo award

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

Dojo points that are lost will lead to movement down the behaviour ladder.

9.2 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.

9.3 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, which also supports our anti-bullying work:

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

9.4 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 Headteacher's office. This is a legal requirement.

9.5 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.

9.6 Lunchtime reflection

If a child loses 3 dojo points before lunch, they will receive lunchtime reflection on the same day. A child that loses 3 dojos by the end of the day will have to meet with Ms Williams to discuss their behaviour and will have a lunchtime reflection the next day. Two or more lunchtime reflections during the week, will result in them losing their Golden Time as well.

Children that are moved to red will need to complete a consequence. Depending on the nature of the red incident this may be either a lunchtime reflection or for more serious red incidents decided by the Headteacher.

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

9.7 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 red incidents – lunchtime reflection and parent / carer phone call from behaviour team

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

4th red 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 red 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 learning mentor.

10. Further Sanctions

The Headteacher 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.

10.1 Suspensions / Exclusions

A suspension or permanent exclusion will occur if children repeatedly violate this policy and/or

- If a child seriously assaults another child
- If a child assaults a member of staff

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

All suspensions / permanent exclusions will 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.

10.2 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.

Orange behaviours 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 an orange behaviour slip to the club leader to give to the parent / carer.

Red behaviours are communicated through telephone calls or meetings, by a member of the behaviour team. Where a pupil gets on to red on the colour chart then the escalation process is followed (page 8). 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.

11. 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 Headteacher's report.

Parents & Carers 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.

12. 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 Headteacher's report.

Parents & Carers 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.

13. 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 Headteacher's report.

Parents & Carers 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.

14. 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 Headteacher's report.

Parents & Carers 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.

15. 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."

Source: Keeping Children Safe in Education

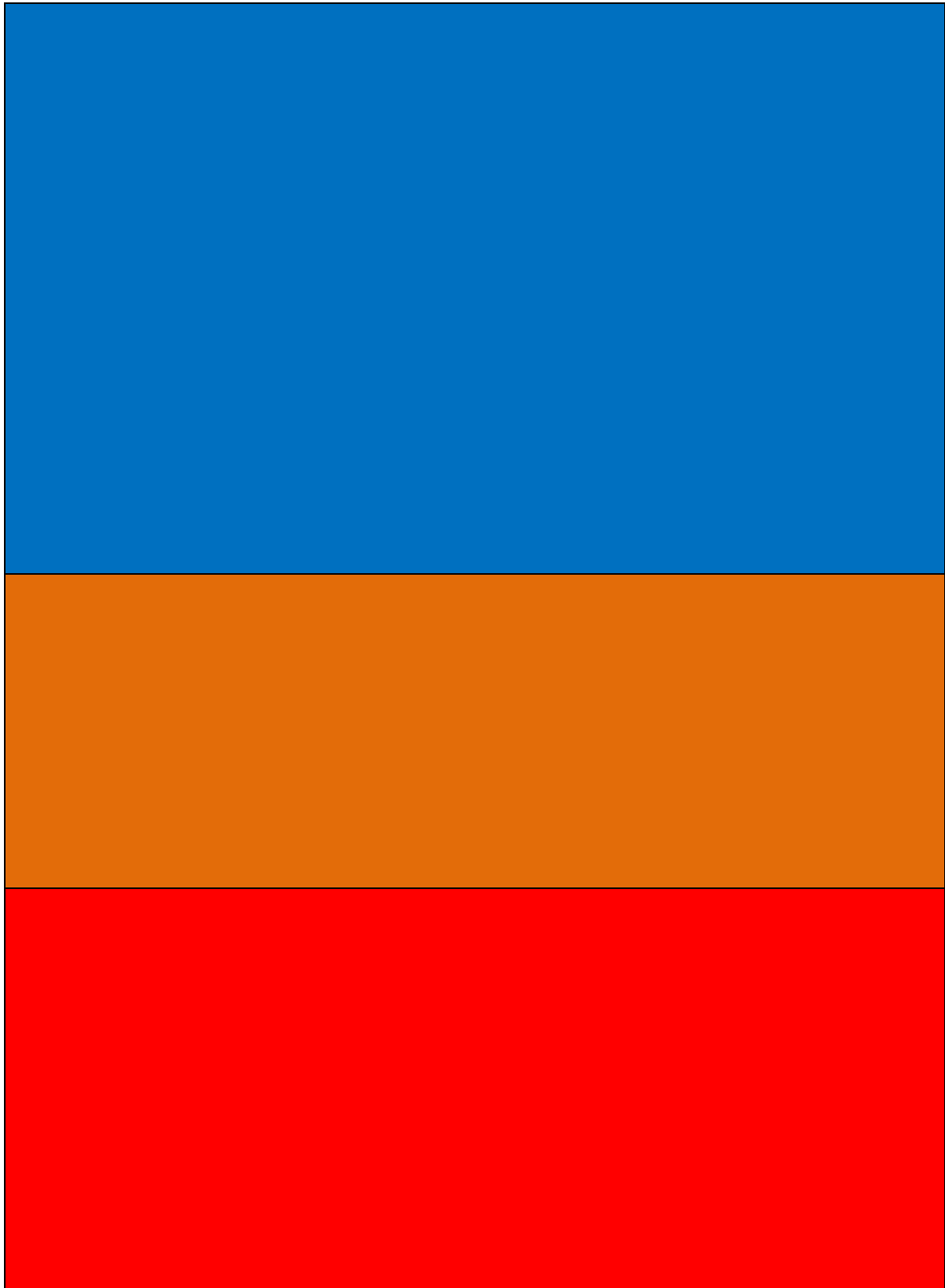
16. Screening, searching and confiscation

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.

17. 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.

Behaviour Ladder



Reflection Sheet

What happened?

How did you feel?

					
stressed	upset	nervous	angry	worried	other

					
stressed	upset	nervous	angry	worried	other

What could you do next time?

Adult section:

Not following instructions ☐

Incomplete work ☐

Talking when asked to stop ☐

Disrupting others ☐

Other: ☐

Adult name:

Date:

Reflection Sheet

Downsell
PRIMARY SCHOOL



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

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.

Adult section:

Not following instructions ☐

Incomplete work ☐

Talking when asked to stop ☐

Disrupting others ☐

Other: ☐

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Adult name:

Date: