



# DOWNSVIEW PRIMARY SCHOOL

## BEHAVIOUR POLICY

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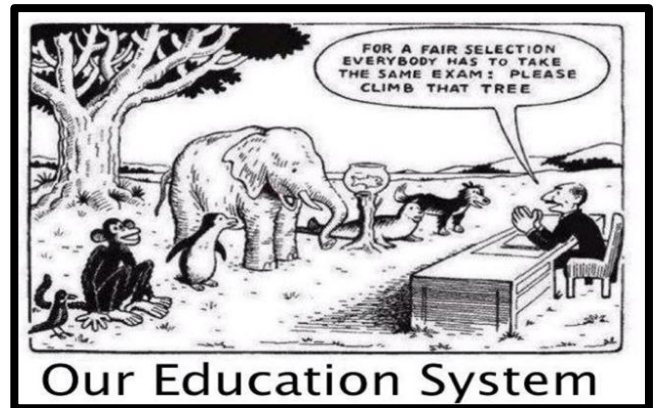
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## Aims and Expectations

The school's Behaviour Policy is designed to support our aim that we are a caring community where every member feels valued and respected, that each person is treated fairly and that our values are built on mutual trust and respect for all.

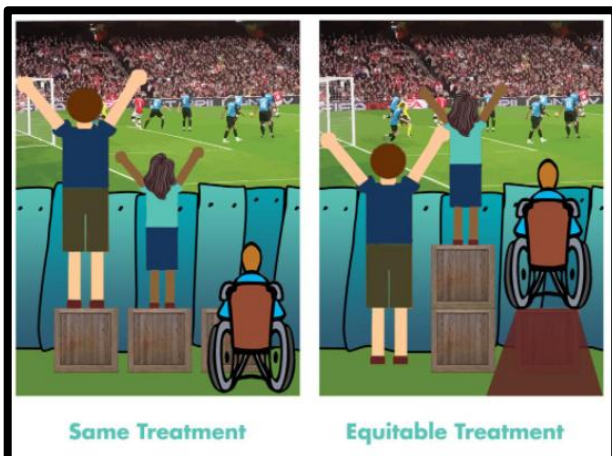
The school expects every member of its community to behave in a respectful way towards others; to respect staff, to respect the learning environment and to respect the children's learning and education.



We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, in order to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of respect, kindness and cooperation.

### Treating children fairly



*"There is nothing more unequal than the equal treatment of unequal people." Thomas Jefferson (equal isn't always fair)*

#### **Criteria for fairness in the classroom**

- Every learner will be challenged
- Every learner will invest the same amount of time in learning
- Every learner has the right to learn something new
- Every learner has the right to an equivalent amount of engagement

#### Two points of note:

1. ***'Fair isn't everybody getting the same thing... Fair is everybody getting what they need to help them succeed'.***
2. The behaviour policy is a strategic approach to teach children how to make good choices, by rewarding good behaviour and by children taking responsibility when they don't make good choices. For the majority of mainstream children, this system will be effective and will support their needs. For a small minority of children, most likely due to special needs or other barriers, the behaviour system will, hopefully, help to manage behaviour, but is unlikely to change their behaviour patterns. In such circumstances, an adaptive approach might be needed; this will be planned in liaison with the Inclusion team, LT, SLT and the support of parents/carers.

**Downsview Primary and Nursery School uses the ‘Good to be Green’ system for behaviour (Y1-6).**

**EVERY MORNING ALL CHILDREN START ON GREEN, REGARDLESS OF WHAT HAPPENED THE PREVIOUS DAY!**

Our aim is always to change disruptive and disrespectful behaviour in a positive way, e.g.:

- notice children making good choices
- instead of responding to negative behaviour, praise good behaviour as a prompt for the child making wrong choices who will hopefully then change their behaviour.
- reward children for making the right choices when no-one is watching
- friendly reminders
- articulating what is good behaviour
- moving children to a space where they would be more focused, quite time to calm and reflect
- asking them to be a “helper”, to give the children responsibility and build their confidence etc.
- be a role model to the children.

**The school does not tolerate bullying of any kind, including Cyberbullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti-Bullying Policy.)**

**Please see Appendix 2 for an outline of behaviours which may result in rewards and sanctions and Appendix 3 for the visual ‘Staircase’ used to support children’s understanding of the school’s behaviour system.**

### **Rewards for good behaviour**

**Our motto: ‘Notice the children making good choices’ and ‘Make the right choices even when you think no-one is noticing.’**

We seek to promote an ethos where children learning and acquiring knowledge are a reward in itself and are not only driven by external praise. However, there are times we would like to celebrate their success and therefore we have the following positive rewards in place:

- All teachers verbally praise children and give children various rewards including stickers, ClassDojos, individual class rewards (see last bullet point about golden time).
- Children who produce outstanding work are sent to the Headteacher, Senior Assistant Head or a Deputy for a special sticker. This is for good quality work/learning and is at the discretion of the class teacher or learning support assistant. No child should ask to go to the Senior Leadership Team for a sticker.
- Dojo messages home to parents to celebrate children’s attitudes to learning.
- Celebrate children’s learning in the Newsletter, the Website and ClassDojo.
- We have a weekly Celebration Assembly where children are nominated for good effort and good values. The parents of the children, who are nominated, will be invited by text on the Thursday to join the Celebration assembly on the Friday. The children’s names will also be published in the newsletter.
- Good to be GOLD Cards: If it is felt that a child deserves to go “beyond green”, due to consistently good behaviour, they can be awarded good to be gold card. This is a weekly incentive and children will go back on green the next week (age and class appropriate - at the discretion of the teacher/LSA).
- Platinum Cards: A platinum card is for those children demonstrating **impeccable** behaviour and attitude to learning consistently over a period of time. We want the award to be super special and would therefore expect children to be chosen after careful consideration by the teacher. Parents will

be invited to celebration assembly when their child is awarded their platinum card. The card remains in place for the term, unless they get a red card. Children who maintain their platinum card for the entire term are further rewarded with a '**Platinum Time Disco**' with the Headteacher. Children have an opportunity to earn Platinum once a term which equates to 3 times a year.

- **Impeccable behaviour award:** For impeccable learning, behaviour or attitude, 2 children will receive a special Downsview certificate. This is at the discretion of the teacher/s and chosen at the end of each term.
- **ClassDojo House points** can be awarded by **any** adult in the school for noticing children doing the right thing. They can be awarded to an individual or their House Team. A really nice opportunity to reward children with house points would be during PE for showing respect, being prepared with correct PE kit, teamwork and effort. Some members of the team will have iPads at lunch and break times so they can give children house points for various good behaviour such as helping, cooperating and playing together nicely.
- We are a Healthy School and therefore we avoid rewarding children with sweets or unhealthy food of any kind.

In addition to 'noticing children making good choices', we have **an agreed standard of expected behaviour in place:**

- ❖ During circles, the class commonly agree upon a standard of expected behaviour for the year, which is then displayed on the wall and revisited termly.
- ❖ Time system (class chart decided by the teacher – age appropriate) is displayed in the class.
- ❖ Individual children's names and/or pictures are printed and displayed as part of the chart in order to individualise the reward.
- ❖ At default everyone starts in the middle and learn/behave their way to the top, which means they start with same amount of minutes for whatever the reward will be dedicated to.
- ❖ If a child makes wrong choices then they may lose minutes, moving their name down the chart. Where children are learning and achieving with the agreed standard of expected behaviour they can earn time.
- ❖ Children can earn back minutes regardless if there is a **midweek reward** or **Friday only reward**.
- ❖ The reward will be negotiated with the class but must include educational games and activities with an element of choosing.

#### **Procedures for inappropriate behaviour:**

We use the word consequence rather than punishment. We believe consequences encourage responsibility by holding children accountable for *their* actions, whereas punishment tempts children to avoid responsibility by shifting their attention to the *adult's* actions.

Restorative Justice gives those who have been harmed the chance to communicate and explain the real impact of the harm that has been caused – it empowers victims by giving them a voice. It also holds wrongdoers to account for what they have done and helps them to take responsibility, learn from their mistakes and make amends.

The behaviour system is designed so that there are opportunities for the child to change their behaviour before it's recorded as an amber book entry. However, there may be circumstances where behaviour is escalated to Amber book (see separate detail). We often seek to encourage children to change their learning behaviour using non-verbal prompts (a look, a gentle tap on the table to help them refocus) and verbal prompts (this might include showing the child one of our cards indicating that they need to think about their behaviour). The verbal prompt will generally include the child's name, to ensure pupils are aware it's intended for them. If these strategies do not work, then the following system is followed.

### **Opportunity 1 – 3: Tally on the board**

If *unacceptable, disruptive* behaviour continues, the class teacher will record a tally on the board and say the child's name. These are designed to operate as a visual prompt to change their disruptive learning behaviour. There will be three verbal warnings with a tally. (*i.e. John v v v*)

**Stop 'n' think' card** – this may be placed in front of the child at any point during these warnings as a visual reminder that they're not making good choices and need to modify their behaviour.

### **Opportunity 4: Warning Card**

If the disruptive behaviour continues, the pupil will receive a **yellow warning card**. The child should be made aware they have received it and it should be placed in the behaviour chart. The child is then sent to a reflection area to continue their work/reflect for a period of 5 to 10 minutes. The timing will be at the discretion of the teacher in order to ensure the child is ready to go back to class and resume their learning with a positive attitude.

On return the teacher will discuss, in a restorative manner, with the child where they went wrong and how they can make better choices. The class teacher will monitor this behaviour.

### **Opportunity 5: Amber Book**

**If disruptive behaviour continues or escalates further:** The pupils name will be placed in the **Amber book** along with a short factual description of what happened. e.g.: *talking when class are listening, throwing pencils, snatching from others, disrespectful behaviour etc.* This will help with the discussion between the DHT or Sr AHT and child during their reflection time.

The child should be sent to another (previously agreed) classroom to complete their work for a period of 10 to 15 minutes. This timing is discretionary in order to ensure the child is ready to go back to class and resume their learning without causing any further disruption. At the next appropriate time (generally playtime, lunchtime or at the end of the day) the teacher, will talk to the child in a restorative manner to help them understand where they went wrong and how they can make better choices next time. Once this process has been completed the teacher will wipe the child's name and warnings from the board and the process starts again from step 1.

*Persistent entries in the **Amber book** indicate that the child is not changing the choices they make. These children will be identified and an action plan may be implemented in partnership with the class teacher and child. The team will aim to try and find more effective strategies to change the behaviours.*

**Amber book** is a consequence for consistent disruption to learning **or** when a child displays behaviour that, at the discretion of the adult, would warrant a more serious consequence. These include, but are not limited to: causing harm to others, inappropriate name calling, disrespectful answering back to an adult, vandalising property, total disregard for our school rule of respect etc.

Pupils placed in the **Amber book** during the week will report to the Sr AHT/DHT for reflection on Friday afternoon during Golden Time, this is a chance for them to reflect (*see Appendix 1*) in a restorative manner on how they can make amends and move forwards in a positive way. Class teachers will monitor children who are in the Amber book and, where appropriate, seek advice from the leadership or senior leadership team. The class teacher when necessary, will regularly review the entries in the Amber book.

**Red card - reserved for extreme cases of wrong choices and/or high level of disruption:**

A **Red Card** may be issued if a child does not respond to the steps above and demonstrates persistent disruptive behaviour in class culminating in regular entries in the **Amber book**. If there has been a pattern of **Amber entries** over a half term, a senior member of staff will make contact with home and a **Red Card** will be given for consistent disruption to learning.

A **Red Card** may also be issued if a child performs a dangerous or deliberate action that shows no respect for property or person such as (but not limited to); *biting, kicking, hitting, fighting, stealing, leaving the classroom without permission, dangerous behaviour on a school trip, swearing or use of bad language, hurting someone with malice, entering areas not allowed, climbing over fences or the toilets' partitions, discriminatory comments or actions and or bullying.*

The staff member who deals with the child's behaviour will "refer" the child to a member of the LT/SLT for a possible **Red Card**. Before a **Red Card** is issued a member of LT/SLT will carry out a full fact-finding process into what happened, potentially with the help of the Learning Mentor. This is to ensure everyone who is involved is heard and feels they have a voice. This is done in a safe environment.

Points to consider:

- The safety of the children is paramount in all situations and should always be the priority.
- If a child's behaviour endangers the safety of themselves or others, they will be removed.
- In light of the "joint enterprise law" we will consider giving children similar consequences even if they played very different roles in causing harm. This will always be done in a restorative approach, in line with our policy.
- Behaviour such as disengagement in learning, homework not being completed does not warrant a red card – the teacher should find alternative strategies to engage and motivate the child in their learning.

**The Headteacher will liaise with the member of the LT/SLT who was involved in the fact finding process the incident and make the final decision of whether a Red Card is warranted once all the evidence has been collected.**

**Red Card Consequences may take the form of:**

- I. A **Red Card** will be placed in the Good to be Green chart.
- II. Time spent with a Learning Mentor or another appropriate member of staff.
- III. Parents will be informed of a **Red Card** by the member of LT/SLT who dealt with the incident. They will contact parents and give them an opportunity to meet with the school staff if they so choose.
- IV. A Red Card letter will go on the child's file and the incident will be recorded on CPOMs.
- V. Restorative conference where consequences\* are discussed and agreed as well as having the opportunity to make amends. Class teacher will then be informed of the outcome of the conference and where appropriate an email will be sent to inform relevant staff.

\*Consequences agreed at the Restorative conference are final and there should be no additional consequences given by any other member of staff.

### **Exceptions – children beyond the behaviour system**

*On rare occasions children might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will always be a very small minority of children. These children should be referred to the Inclusion Team. The inclusion team, Year team and child will work together to create a specific Positive behaviour plan. The school will aim to work in co-operation with parents/carers if such a plan is in place and the child's behaviour will be carefully monitored by the staff in class, leadership team, Inclusion team, Senior Leaders and Learning Mentor, if needs be. If appropriate, the Inclusion Team will refer to outside agencies.*

### **At Downsview we follow a Restorative Justice Approach when dealing with incidents**

#### ***Restorative approaches are based on four key features:***

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Restorative Approaches offer a framework that enables young people to develop their social and communication skills. It fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused.

The following is an outline of how staff at Downsview deal with incidents. However, every child is an individual and every incident unique, staff will use their professional judgement and training when deciding when/if the time is right to bring children together to resolve conflict.

#### **Outline for Fact finding -**

A member of staff will talk to the children involved using Restorative Justice questions

Children will be spoken to when they are calm and ready

No decisions will be made until all involved have had a chance to be heard

Every child will have an opportunity to explain their actions

#### **An example of some 'Restorative' type questions**

- What happened?
- What were you thinking at the time? And since? (What was their intention? Malicious or accident?)
- Who has been affected?
- How might you make amends?

#### **Resolving the incident:**

Aim to bring the children together and...

- Remind them of school expectations and that they will all have a chance to speak
- Discuss where they went wrong and how they can make amends
- Reflect on how their actions have affected others
- Allow them to explain what strategies they can do so that their actions won't escalate to this behaviour in the future.

- No further consequences should be given unless through fact finding staff feel there was malicious intent

*Effectively, the adult is trying to unpick each child's role/ accountability in the incident. Once this has been established it is up to the adult to decide whether LT/SLT needs to intervene and take the consequence for the behaviour further. For example, if after the fact finding process the adult feels that the incident would need a more serious consequence, then they will bring the incident to the attention of a member of LT/SLT. The member of LT/SLT will decide on an appropriate course of action.*

### **After Care Plan**

As part of our restorative approach, a member of LT/SLT will complete the 'After Care Plan' for any child who has been directly involved in an incident or series of incidents that have caused significant harm (this may be physical and / or emotional). The plan is to run over the course of a period of time with 3 scheduled follow up sessions to monitor the impact of provision. Once the plan is complete and all parties are happy with the progress the plan finishes.

### **Incidents taking place in Communal areas & During Playtimes:**

The staff member on duty must deal with incidents using our Restorative Approach. If there has been an incident between children the member of staff will find out what has happened and follow this up with a conversation with the class teacher who will decide if further action is necessary.

Adults are responsible to work together to resolve issues in the playground using a restorative approach. Children do make wrong choices at times, quite often when they get excited and competitive. It is our aim to support them in making better choices; to guide them in changing their behaviour so that they make better choices in the future. That is why we follow the 'Restorative Justice Approach' where children are encouraged to reflect and learn to empathise.

### **Early Years**

Whilst our Early Years classes follow the principles of the school's behaviour policy, they use an adapted version of the procedures and a visual display- Ready to Learn Chart:

- A rainbow, sun and reflection are used and all children start each day on the sun. The chart is fluid and children might move across the chart over the course of a day.
- If a child is seen consistently making the right choices and modelling expected behaviour then they continue to remain on the sun. They will receive verbal praise, Dojo points and stickers.
- Moving to the rainbow is recognition of behaviour beyond what is expected for their age, it could also be where a child has made significant effort in something they have found challenging. It is at the teacher's discretion but we try to recognise children over the year for always trying their best.
- Each term our Reception children are also aiming for a Platinum award which is recognition of their impeccable behaviour over a period of time. See page 4 and appendix 2 for more information.
- If a child makes a wrong choice, they are given a verbal warning, which makes clear what the wrong behaviour is and some strategies as to how they can change this. If this continues, they are moved to the reflection.
- When their name is moved to reflection, it comes with a conversation where it is explained to them in a restorative manner, and in a safe and gentle space, that their choices are not helping their learning, and they are then encouraged to make better choices. We try to 'notice the children making good choices, and once the teacher can see they are making the effort to make more positive choices,

their name is moved back to the sun, to visually represent and acknowledge the positive choices they are now making.

- If it is deemed necessary, any child on reflection may need thinking time in their classroom, using a timer.
- If a child continues to make wrong choices and is disrupting the learning of others, then they may need to be removed from the classroom/situation to have reflection time with another adult. As part of this reflection, it might be appropriate for the child to think of ways they could make amends which may include them apologising either verbally or in the form of a card.
- All children are given the opportunity to adjust their behaviour with support from the adults.

Beyond reflection, it might be necessary to remove a child from the classroom or situation if the behaviour incident is deemed severe enough to do so, e.g. they have or intended to cause harm to somebody else. This will be at the discretion of the adults. The school may inform the child's parents of this incident.

Where there are persistent wrong choices being made, members of the EYFS team will meet with parents to agree a way forward, this may include an individual, positive behaviour plan.

### **Breach of the Equality Act 2010:**

All incidents which are perceived to be discriminatory are recorded on our 'Incident Reporting Form' then put on CPOMS.

### **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

#### **Searching a pupil**

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.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or another member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified below.

**Possession of any prohibited items such as:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- 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 pupil)

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

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

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Cloakrooms
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **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](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

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 pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

**The role of the appropriate adult will:**

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

**Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

**Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own fact-finding procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children’s social care, if appropriate.

**DEFINITIONS:**

**Is it Conflict or Bullying?**

Although bullying and conflict share some similarities in that they both involve interpersonal interaction, there are key difference, which are:

**Intent:**

- Bullying: Bullying involves deliberate and repeated aggressive behaviour with the intention to harm, intimidate, or exert power and control over another person.
- Conflict: Conflict is a more general term that refers to disagreements, disputes, or differences in opinions, interests, or values between individuals or groups. Conflict can be a natural part of human interactions and may not necessarily involve malicious intent.

**Duration:**

- Bullying: Bullying typically occurs over an extended period and involves a pattern of ongoing, repetitive, and targeted behaviour. It is not a one-time event but a sustained and pervasive form of aggression.
- Conflict: Conflict can be a one-time event or a short-term disagreement, and it does not necessarily involve a pattern of repeated behaviour.

**Power Imbalance:**

- Bullying: A significant characteristic of bullying is a power imbalance, where the child/group or children causing harm has more power or influence over the victim.
- Conflict: Conflict can occur between individuals or groups with relatively equal power or influence. It does not inherently involve a power imbalance, although power dynamics can exacerbate or complicate conflicts.

**Resolution:**

- Bullying: Bullying is typically not resolved through open dialogue or negotiation, as it often requires intervention and measures to protect the victim. Stopping bullying usually involves addressing the behaviour of the child causing harm.
- Conflict: Conflicts can be resolved through communication, negotiation, compromise, and problem-solving. Conflicting parties can work together to find common ground and reach a resolution.

**Emotional Impact:**

- Bullying: Bullying can have severe and long-lasting emotional and psychological effects on the victim, leading to fear, anxiety, depression, and low self-esteem.
- Conflict: Conflicts may lead to negative emotions, but they do not necessarily result in the same level of emotional distress as bullying. Resolving conflicts can often lead to a sense of relief and improved relationships.

**Bullying incidents:**

All incidents which are perceived to be bullying including cyberbullying, undergo a fact-finding process by the school. If the conclusion is that there bullying was the motivation, then this information will be recorded on CPOMs as bullying.

**Possible outcomes once the bullying incident has been through a full fact finding process:**

The senior member of staff will attempt to contact all parents and carers involved, initially inform them and report outcomes and actions.

The bully/bullies will receive a consequence as deemed appropriate by LT/SLT and according to our Restorative Justice Approach. The severity of the consequence will depend on many aspects including:

Age of those involved.

Persistence/repetition of incidents.

Knowledge of individuals past experiences, abilities and disabilities.

Level of distress and harm caused.

### Context of the incident.

The support from the senior leadership team will continue until the issue is fully resolved.

### **Incidents deemed to be Conflict:**

Where this is the case, the school will work with the children to try and resolve their issues through our Restorative Justice approach. Conflict is then monitored generally by the Learning Mentor.

### **Suspensions/ Exclusions**

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or single yet very serious acts of anti-social behaviour, the Headteacher may give a fixed-term exclusion or permanently exclude a child.

### **Definition of Cyberbullying**

Cyberbullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school anti-bullying policy)

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

### **The school's response will be:**

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policy as well as our Allegations of Abuse Against Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has made wrong choices off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has made wrong choices off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **The role of Non-class-based adults:**

**Everyone** is expected to follow Downsview's Behaviour policy. However, there might be some flexibility needed when specialist teachers are teaching due to the short amount of time they spend with the children each week.

It is the responsibility of all adults to liaise with class teachers with regard to the behaviour of their class, including minutes either lost or gained time. If the children are being taught in a different environment the policy still applies. Teachers' should have consequence cards and Amber book on hand, as well as access to ClassDojo, to ensure consistency.

### **The role of outside agencies**

The school liaises with external agencies, as necessary, to support and guide the progress of each child as appropriate to the individual needs of pupils.

### **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents, teachers and pupils sign the home/school agreement, which states that the family will 'support the school's policies and guidelines for behaviour'. We expect parents to support their child's learning and to cooperate with the school, as set out in the home/school agreement. We will endeavour to build supportive dialogue between the home and school, informing parents as appropriate if we have any concerns about their child's behaviour. Parents are advised to always speak to their child's class teacher, as a first point of call, if they have concerns.

We also encourage the use of word choices such as 'consequences', 'choices', and 'making amends'. We would really like parents to use similar language at home and refrain from using words such as 'naughty' or 'in trouble', which go against our ethos.

If the school has to use reasonable sanctions with a child, we expect parents to support the school. If parents have any concerns about these consequences, they should initially contact the class teacher to discuss their child's behaviour in class. If they feel their concerns continue then they should make an appointment to meet with a member of the senior leadership team. If the parent feels that the issue still is unresolved, then they should contact the Headteacher.

If a child has received a Red Card, then the parent has the opportunity to meet with a member of the leadership or senior leadership team to discuss their concerns.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Monitoring and review**

The Governors will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality and or bullying; it will seek to ensure that the school abides by the non-statutory guidance and that no child is bullied or treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Appendix 1**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Amber Book – Restorative Reflection

What Happened?

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What were you thinking/feeling at the time?

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Who have your actions affected? *Think about the person harmed and those around you/them.*

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What will you do differently next time?

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How do you feel now?

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*Once completed, file in class behaviour folder*

**Appendix 2**

| Step              | Example Behaviour  | Potential Consequence   |
|-------------------|--|---|
| Platinum          | Impeccable Behaviour – going above and beyond to be the best that they can be.   | Stickers, name on the website & in the newsletter, postcard home & at the end of the term a 'Disco Party'!  |
| Gold Card         | Always trying their best   | Individually decided by teachers  |
| ClassDojo Points  | Points awarded for doing the right thing, following instructions quickly, being helpful towards others etc.  | Points on ClassDojo   |
| Verbal Praise     | The teacher might thank a pupil for following the class expected standard of behaviour or, give them a sticker and/or send them to a member of SLT to see their work.  | Sticker   |
| Good to be Green  | Doing the right thing, because it's the right thing to do.   | End of term acknowledgement   |
| Verbal warning x3 | <b>Purposely:</b><br>Talking at inappropriate times<br>Messing around in the line (pushing, shoving, grabbing)<br>Making noise to gain attention<br>Calling out<br>Swinging on a chair<br>Fidgeting or fiddling with equipment<br>Answering back or questioning instructions disrespectfully<br>Shouting out loudly to disrupt the flow of the learning<br>Mumbling under their breath   | Verbal warning or name on the board   |
| Yellow Card       | Low level behaviours continue despite warnings<br>Low level answering back inappropriately<br>Behaviour is slowly escalating<br><b>A pupil may jump to this point if....</b> <ul style="list-style-type: none"> <li>● <i>behaviour is having an impact on the learning environment</i></li> <li>● <i>pupil is being disrespectful</i></li> </ul>   | Time out of class to reflect on behaviours that need changing and briefly discuss with the teacher on return.   |
| Amber Book        | Not changing/adjusting behaviour following Yellow Card<br>Multiple Yellow cards received over a short period of time<br>Disrespectful comments or language used<br>Refusing to follow instruction/request from an adult<br>Vandalism<br>Purposeful behaviour that disrupts learning<br>Throwing resources or furniture<br><b>A pupil may jump to this point if....</b> <ul style="list-style-type: none"> <li>● <i>behaviour is disrupting the learning environment</i></li> <li>● <i>pupil exhibits disrespectful behaviour</i></li> <li>● <i>pupil is involved in physical conflict with others</i></li> </ul> | Time out of class in another classroom.<br>Restorative discussion with LT/SLT during Golden Time<br>Reflection sheet to be completed and discussed with class teacher |
| Red Card          | Hurting someone with malice - biting, kicking, hitting, fighting, stealing<br>Leaving the classroom without permission<br>Dangerous and unsafe behaviour including on a school trip<br>Continued swearing or use of harmful language<br>Climbing over fences/running off whereby putting themselves or others at risk<br>Discriminatory comments or actions and or bullying<br>Destroying property at any level  | Parents informed<br>Restorative conference to take place with harmed parties<br>Trust to be rebuilt with the school   |

**Appendix 3**




# Pupils in Years 1 to 6

## Consequence Staircase

**Red Card**  
Reserved for extreme cases of poor behaviour and/or high level of disruption.

Consequence Card

**Amber Book**  
If disruptive behaviour continues your name will go in the Amber book you'll be sent to the AHT or Deputy.




**Yellow Card**  
If behaviours continue you will receive a yellow card and be asked to take time out.

Warning Card

**Verbal reminder/name on board x3**  
You'll be reminded and have 3 chances to change your behaviour and make better choices.

|          |   |
|----------|---|
| Marcus   | ✓ |
| Rochelle | ✓ |
| James    | ✓ |

**Rule Reminder**  
A verbal prompt to let you know you're not making good choices.




## Praise Staircase


**Platinum Card**  
IMPECCABLE behaviour and attitude to learning for a sustained period of time.

PLATINUM AWARD  
\*\*\*\*\*


**Gold Card**  
When you're showing consistent impeccable behaviour every day, ALWAYS.




**ClassDojo**  
You'll be given a point for doing something well, doing the right thing or being helpful.



**Well Done – Verbal Praise**  
Your teacher will give you verbal praise, a sticker or a message in your book.



**Good to Be Green**  
Every Day we all start on Green, we follow the Golden Rule  
RESPECT



EYFS- Ready to Learn behaviour display

# ★ READY TO LEARN ★

**RAINBOW**



**SUN**



**REFLECTION**



## Appendix 4

### **Written Statement of Behaviour Principles**

Our vision of creating a safe, happy and respectful learning environment where every member of our community is encouraged to do their best.

#### **Our Behaviour Principles are as follows:**

- All members of the school community adhere to our school rule of respect and therefore behave in a polite and considerate manner showing respect for themselves, each other and to the school itself.
- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- Pupils behave in a manner which does not jeopardise the health and safety of any member of the school community.
- Staff, governors, volunteers and parents set an excellent example to pupils at all time
- Our school is an inclusive community committed to the Public Sector Equality Duty under the Equality Act 2010. We actively work to eliminate unlawful discrimination, harassment, victimisation, and any other prohibited conduct in all aspects of behaviour management.
- The school's Behaviour Policy and Anti-Bullying Policy will be applied with consistency and fairness, with regard to each individual situation.
- The emphasis will be on encouraging positive behaviour through high expectations; the modelling of good behaviour; a focus on learning; and praise and rewards.
- Our restorative justice approach supports pupils to understand the impact of their behaviour, make amends, and rebuild positive relationships, fostering a respectful and supportive school culture. Behavioural support will be offered according to children's needs.
- All staff receive regular training on behaviour management, safeguarding, and equality to ensure consistent, fair, and informed responses to behaviour incidents.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- That the focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion. However, when making decisions, the Headteacher must balance the needs of the individual with those of the wider school community and where a pupil's behaviour places others at risk, the safety of the pupil body as a whole is paramount. Considering this, the Governing Body support the right of the Headteacher to exclude for a single offence, permanently, if necessary, where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of that pupil or others in the school.
- The governing board regularly reviews behaviour and exclusion data, including incidents of bullying and discrimination, to monitor the effectiveness of our policies and ensure continuous improvement
- That given, the overriding need is to keep the pupils and staff safe. The Headteacher and staff will exercise their powers to search pupils and use reasonable force in accordance with statutory guidance, always prioritising the safety, dignity, and wellbeing of all pupils. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential), when travelling to and from school and when being educated as a member of Downsview School.

- These Behaviour Principles are aligned with our statutory safeguarding responsibilities as outlined in Keeping Children Safe in Education 2025. The governing board and Headteacher take strategic leadership to ensure all policies and procedures comply with safeguarding legislation and promote a safe learning environment.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.