Behaviour Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in Schools: Advice for headteacher and school staff (DfE, February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026)
- Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
- Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024)
- Keeping children safe in education 2026 (DfE, September 2026)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
- Equality Act 2010, Part 6: Education (April 2010)
- Education and Inspections Act 2006, Section 89 (DfE, November 2006)
- Use of reasonable force in schools (DfE, April 2026)
- Supporting pupils with medical conditions at school

- https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools#about-this-guidance

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

3. Our approach

At Downside, we have adopted a 'Therapeutic Thinking' approach. Senior teachers have attended training on the TT approach and have identified areas from this where the school's practice has been refined. Teachers have been trained in this.

Collective aims for our learning environment:

1. Safety – we aim to protect people, equipment and our environment. We want staff and children to feel happy, safe and supported.

2. Collaboration – we aim to communicate effectively and share skills and ideas among families, pupils and staff.

3. Effective learning – we aim to provide and encourage a nurturing environment which encourages both collaborative and individual learning for all pupils.

4. Responsibility – we aim to empower children with skills which will help them to make good choices about their behaviour. Staff and children take a collective responsibility for harmony within our school.

4. Roles and responsibilities

4.1 The governing board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (See Section 15)

4.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Creating positive experiences for pupils
- Supporting pupils to reduce difficult detrimental behaviour
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording dangerous detrimental behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to both difficult and dangerous detrimental behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. School behaviour curriculum

At Downside Primary School, we promote and nurture a core set of values through our teaching, our environment and our ethos. These values develop self-esteem, encourage collaboration and help children to be assertive, to solve problems and to deal with success and failure.

Values are referenced, upheld and demonstrated throughout all aspects of school life. This is underpinned by a planned programme of evidence-based content delivered specifically through our PSHE curriculum but supported in our wider curriculum which is age and stage of development appropriate (including for pupils with SEND), and may tackle such issues as:

- School expectations – what to do if/when
- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- stereotyping, and equality
- self-esteem

We understand that our children will be faced with some situations where they will not know how to respond and, therefore, could respond inappropriately. We will teach our children through our behaviour

curriculum what we would like the children to do, linked to our school values. All staff have a consistent approach: a shared language and set of expectations.

Any children who struggle with the school's expectations, will have targeted sessions with a mentor to reinforce the expectations.

We will regularly review our approach.

Our values are as follows:

- Kindness
- Patience
- Forgiveness
- Trust
- Respect
- Responsibility
- Friendship
- Determination
- Perseverance
- Cooperation
- Fairness

5.1 Expectations for behaviour:

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform and PE Kit at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6. Responding to difficult detrimental behaviour

Definition:

Difficult Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a learning environment that encourages pupils to be engaged

- Display their own classroom rules as appropriate
- Develop a positive relationship with pupils, which may include:
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption

6.2 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 child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information
- Children who are not able to understand or manage their own thoughts and feelings are less likely to be able to make good healthy relationships with adults and other children. Often this will be communicated through behaviour that others find challenging to be around.
- We offer a programme of intensive nurturing as a way of providing opportunities to develop essential skills for self-management, relationships and for life that haven't yet been learned. This programme is delivered by the Mentoring team and will follow a unique path for each child according to their individual needs. Once the child is able to understand the importance of rules and to behave appropriately, they will no longer require the same level of support and will be able to follow the same approach as everyone else.

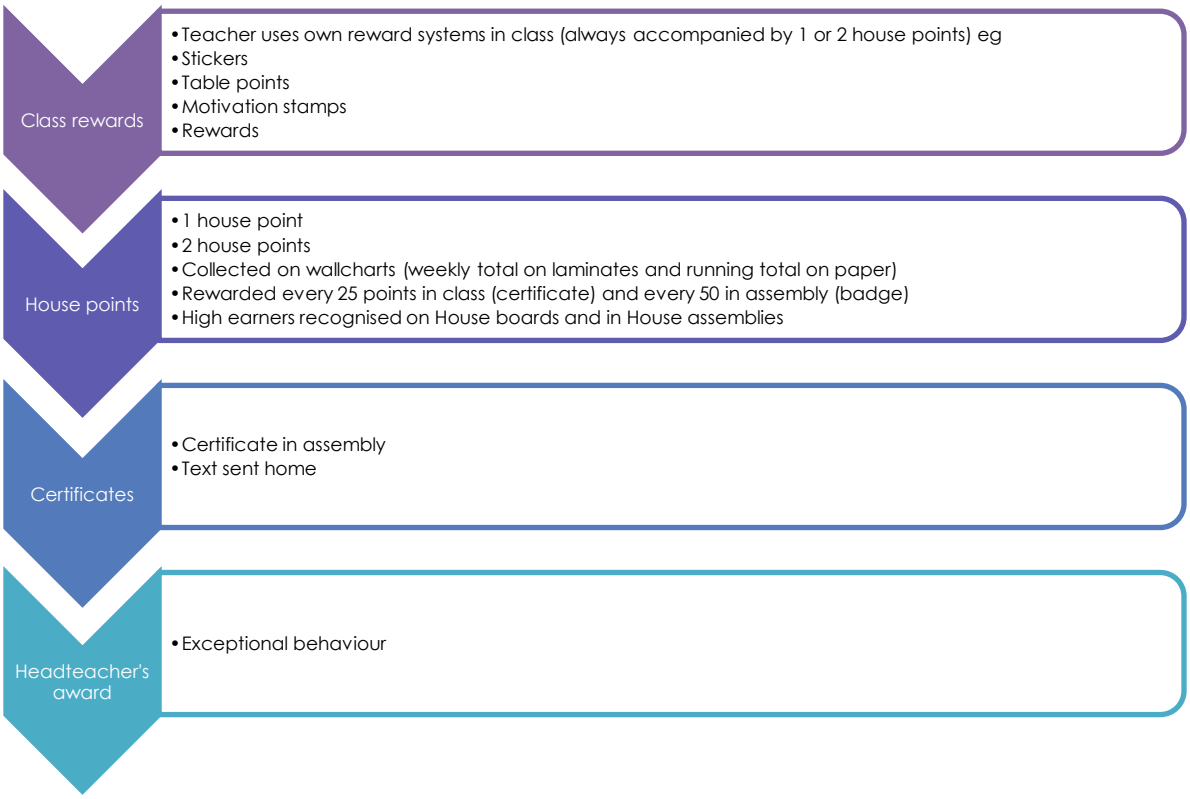
6.3 Rewards for valued behaviour

Definition:

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

We consider it important that praise and rewards should have a considerable emphasis within the school and that children gain recognition for making a positive contribution to school life and, in particular, for showing our school values.

School rewards for valued behaviour and for showing the Downside values



All staff in school can give out house points when they see a child displaying our school values. The specific value being shown is always mentioned explicitly when giving house points.

6.4 Responding to difficult detrimental behaviour:

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of this behaviour.

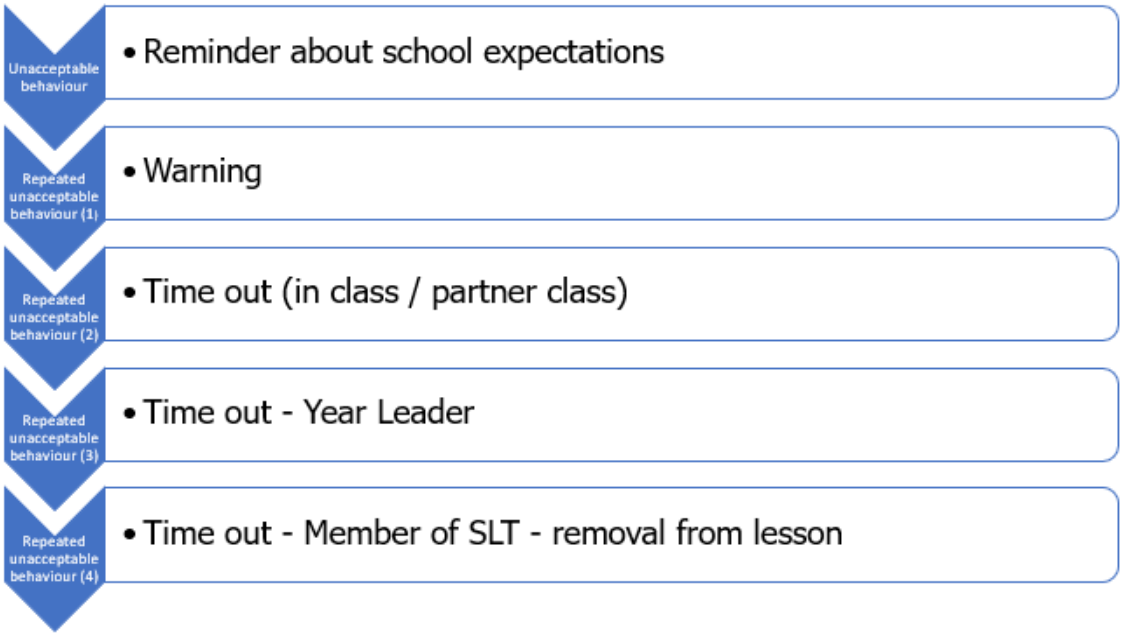
Staff will endeavour to create a predictable environment by always challenging detrimental behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner.

De-escalation techniques can be used to help prevent further detrimental behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Deviations from our aims, expectations and values (detrimental behaviour) are met with a system of outcomes and consequences.



Examples of difficult detrimental behaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Time out procedure

- A time out (either in class or out of class) should be no longer than 5 minutes.
- At each stage of a '**time out'**, a time out sheet is completed by the child explaining what happened and why, thus encouraging the children to reflect on their behaviour.
- It is the responsibility of the class teacher issuing the **'time out'** to give the child a sheet.
- Time out sheets are stored in the classroom by the class teacher.
- Time out sheets are discussed with and then signed by the class teacher or teaching assistant.

6.5 Dangerous behaviour

Definition:

Dangerous behaviour: a form of detrimental behaviour which poses a risk of harm to self or others, causes or risks damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

For example:

- Any form of bullying (See bullying policy)
- Violence
- Sexual harassment, meaning unwanted conduct of a sexual nature (eg: inappropriate comments, inappropriate physical contact, inappropriate online behaviour)
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, vapes and cigarette papers
    - Fireworks
    - 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)

Consequences of dangerous detrimental behaviour

Headteacher's Detention

Pupils are given Headteacher's detention for dangerous detrimental behaviour.

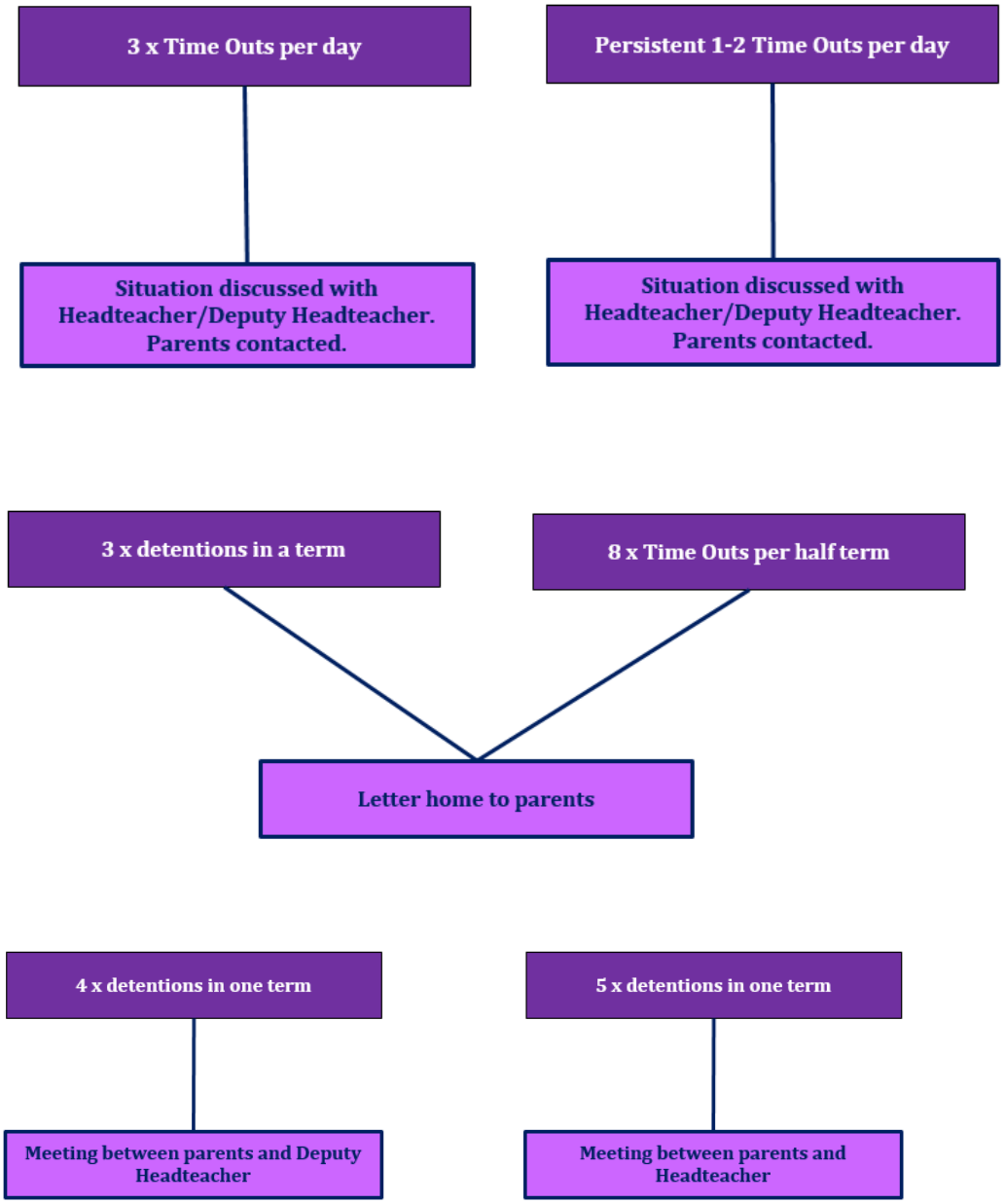
These take place every Friday lunchtime and are supervised by the Head Teacher or Deputy. Children report to the teacher on duty where they complete a detention sheet and discuss their behaviour. They do not have their lunch until the end of the detention period, which is usually once all other pupils have started eating. The incidents are recorded in a detention log and parents will be informed of incidences of dangerous behaviour. A letter is sent home to the parents of persistent offenders (See 6.6).

School suspensions and permanent exclusions

For serious incidences of dangerous detrimental behaviour, a pupil may be suspended or permanently excluded (See Section 10).

Please refer to Child-on-Child Abuse policy for further processes involving incidents of sexual abuse or harassment.

6.6 Difficult and dangerous detrimental behaviour triggers



Lunchtime

Difficult detrimental behaviour/dangerous behaviour at lunchtime is referred to the Senior Midday Supervisor who informs the member of SLT on duty or the class teacher at the end of the session. Where such behaviour persists, the Wellbeing Team and/or the Family Worker team are informed and work to support the child and/or parents

Racist incidents

Pupils involved in racist incidents are sent immediately to a Deputy Headteacher to investigate in accordance with the **Racism Policy.**

Mobile phones

The school is a mobile free environment and follows guidance issued by the Department for Education (DfE). Pupils are not allowed to have mobile phones with them on-site.

If a pupil needs to bring a mobile phone to school for any reason (because they travel by public transport or walk a considerable distance to school unaccompanied for example), parents will need to provide written permission to the school. The phone must be handed in to the school office in the morning. It will be stored safely and securely for the day. The pupil should collect the phone from the school office before leaving school. Pupils will not have access to their phones during the school day.

6.7 Reasonable force

The school has a restrictive interventions policy (including reasonable force and seclusion). This policy is aligned with all relevant **Department for Education (DfE)** guidance, including Restrictive Interventions, Including the Use of **Reasonable Force in Schools (2026),** and reflects the statutory requirements set out in **Section 93 and Section 93A of the Education and Inspections Act 2006**. It demonstrates the school's full awareness of its legal responsibilities in relation to the safe, proportionate and accountable use of restrictive interventions.

All members of staff are responsible for:

- Making sure they have read and understood the restrictive interventions policy (including reasonable force and seclusion).
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to a member of the SLT.
- Record incidents in writing, on CPOMS, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

6.8 Searching, screening and confiscation

Any prohibited items (listed in section 7.4) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7 Off-site behaviour

Sanctions may be applied where a pupil has displayed difficult detrimental behaviour/dangerous detrimental behaviour off-site when representing the school. 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

Should the school be made aware of any incidents of such behaviour outside of school, there may be a discussion with the pupil/s and sanctions may also be applied if deemed necessary or appropriate, especially if the behaviour:

- 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).

7.1 Out of school hours

The school has an out of school hours activities (before/after school or weekend activities & wrap around care) policy. All staff understand the aims of this policy and apply its procedures consistently to maintain clear behaviour expectations, safeguarding standards and appropriate supervision during any activity taking place outside the normal school day.

8 Online behaviour

The school can issue behaviour sanctions to pupils for online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member 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.

9. Suspected criminal behaviour (dangerous detrimental 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 the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation 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.

10. School suspensions and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Suspensions and exclusions are for serious incidents or in response to persistent difficult detrimental/dangerous detrimental behaviour, which has not improved following in-school sanctions and interventions.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Head teacher may exclude (for a fixed period of time or permanently) a child for a number of reasons, including;

- Severe physical assault against a pupil
- Physical assault against an adult
- Verbal abuse /threatening behaviour against a pupil
- Verbal abuse /threatening behaviour against an adult
- Sexual harassment
- Theft
- Vandalism or damage to the school property

- Vandalism or damage to other's belongings or property
- Persistent disruptive behaviour
- Racist, sexist, homophobic or discriminatory behaviour
- Bullying
- Possession of prohibited items
- Repeated breaches of the school rules

If the Headteacher suspends or excludes a pupil, parents are informed immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher may also suspend a child for one lunchtime session or a series of lunchtimes, as a last resort, if the child is unable to behave during this time.

The Headteacher informs the LEA and the Governing Body about any exclusion, and about any suspensions beyond five days in any one term.

The Governing Body itself cannot either suspend or exclude a pupil or extend the suspension period made by the Head teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the Governors.
When an appeals panel meets to consider suspension or exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

11. Responding to difficult detrimental/ dangerous detrimental behaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of such behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on the behaviour will be made on a case-by-case basis.

When dealing with detrimental/dangerous detrimental behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

11.2 Adapting sanctions for pupils with SEND

When considering a behaviour consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil's behaviour may indicate unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits difficult detrimental or dangerous detrimental behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority (Luton Borough Council) to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Supporting pupils following a consequence/sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Daily contact with a Year Leader/Member of SLT
- A behaviour tracking chart with personalised behaviour goals

- Session/s with a Learning Mentor reinforcing the behaviour curriculum
- Referral to our on-site Clinical Psychologist

12.1 Supporting pupils with multiple sanctions

Using the data collected weekly on Time Outs and Detentions (see Section 15), pupils with multiple sanctions will be identified and support given in the form of:

- Parent conversation
- Daily contact with a Year Leader/Member of SLT
- A behaviour tracking chart with personalised behaviour goals
- Session/s with a Learning Mentor
- Referral to our on-site Clinical Psychologist

Further support options for those pupils may be discussed at a monthly multi-disciplinary Child Support Meeting (Learning and Wellbeing Team, Family Support Team, Special Educational Needs Team, Senior Leadership Team) and referrals on to outside agencies may be made as appropriate.

13. Pupil transition

13.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred, via CPOMS to relevant staff at the start of the term or year.

14. Training

As part of their induction process, our staff are provided with regular training on behaviour expectations, including training on:

- The proper use of restraint (a selection of appropriate staff)
- Therapeutic Thinking
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every term by members of the Senior Leadership Team and any trends/ issues identified.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

15.2 Monitoring this policy

This behaviour policy (Including the written statement of behaviour principles) will be reviewed by the headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 15.1). At each review, the policy will be approved by the governors.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

Appendix 2: How we show our school values in our behaviour

Value	Reception	Year 1 and 2	Key Stage 2
	We share so that everyone can learn and have fun together. We look after each other because we care and want everyone to feel safe. We use kind words like "please," "thank you," and "are you okay?" to help others feel happy and included. We include others in our play so that no one feels left out.	We notice and celebrate others' achievements by giving kind compliments like "That's a good piece of work." We look out for one another by telling a teacher if a friend seems sad or upset. We notice when someone is left out and invite them to join in. We use kind hands/feet so no one gets hurt.	We thank staff, including kitchen staff, for helping us every day. We are kind and thoughtful by holding the door open for others. We care about one another by asking our friends how they're feeling. We include others by inviting people to play when they're on their own. We encourage others because it helps everyone to learn.
	We understand that we can't always go first. We wait our turn when we're playing or speaking.	We understand that we can't always go first. We wait our turn when we're playing or speaking. We stay calm when things don't go our way.	While waiting (in a line, for help etc), we find ways to stay calm. We show patience and respect and understand everyone learns differently. In lessons, we remain focused and 'have a go', even when we're waiting for help.
	We say "sorry" when we've made a mistake. We forgive our friends when they say sorry. We try again and play kindly after someone makes us sad or angry.	We give each other a chance to say sorry and make things right. We forgive even when we feel a bit upset because it helps us move on. We learn from mistakes and try not to do the same thing again.	We recognise that everyone makes mistakes, including ourselves, and forgive others to help build friendships. We listen when someone apologises and try to understand their point of view. We show maturity by forgiving others and letting go of grudges.
	We know our teachers and grown-ups are here to help us. We ask for help when we're unsure because we know someone will listen.	We tell the truth, even when it's hard, as it makes us feel better. We trust our classmates to be kind and make good choices, just like we try to. Our teachers trust us to make the right choices.	We can be trusted to admit mistakes and that there are consequences for our actions. We can be trusted to follow instructions. We can be trusted to undertake tasks responsibly.
	We care about how others feel. We listen to different ideas and say nice things. We help look after our classroom and everything in it.	We treat others how we want to be treated. We respect other people's differences. We respect different ideas, even if they're not ours. We take care of our classroom and everything we use.	We treat others the way we would like to be treated. We respect different opinions and beliefs. We take care of our learning environment and equipment.

	We look after our classroom and everything in it. We tidy up after ourselves. We listen and follow instructions. We try to do things on our own. We help our friends when they need it.	We take care of our belongings and classroom. We follow instructions and make good choices. We try to solve problems before asking for help. We help others and work as a team. We own up to our mistakes and try to fix them.	We take care of our belongings, our classroom, and school We follow instructions and make sensible choices. We take responsibility for our behaviour and attitude, even when things go wrong. We support others and work together respectfully. We complete tasks on time.
	We can be a good friend by being kind, listening, and showing that we care. We can make friends by - saying hello or asking someone to play. We can have many friends - all friendships are special.	We make friends by being kind, listening, and showing that we care. We understand that what we say and do affects our friendships, so we choose kind words and actions. We understand that having one best friend is lovely but we can enjoy lots of friendships too. We are friendly towards everyone.	We solve problems calmly and fairly with others. We respect different opinions, even if we disagree. We notice when someone is left out and take action. We reflect on what makes a good friend and strive to be one. We work through challenges and move on.
	We keep going, even when something feels tricky. We try new things and do not give up. We can say, "I'll have another go" when it doesn't work the first time.	We believe that we'll improve if we keep practising. We ask for help and try again when we make mistakes. We encourage each other to keep going and never give up.	We stay focused and positive, even when we face challenges. We show tenacity in all areas of learning. We reflect on what went wrong and use it to improve.
	We know it's okay to make mistakes — that's how we learn We keep going, even when it's hard.	We keep going, even when it's hard. We try again if we make a mistake. We ask for help when we need it. We practise to get better.	We keep going, even when things feel tough. We learn from mistakes and try again. We know when to ask for help We challenge ourselves and don't give up. We explain what kind of help we need.

	We take turns and wait patiently. We share what we have with others. We include everyone in our games and groups. We listen when someone else is speaking. We help our friends.	We take turns and wait patiently. We share what we have with others. We include everyone in our games and groups. We listen when someone else is speaking. We understand that everyone should be treated equally.	We support others if they're being left out or treated unfairly. We understand that fairness doesn't always mean getting the same — it means getting what you need.
	We take turns because cooperating means sharing and helping each other. We take turns when we talk so everyone feels heard.	We take turns and work as a team. We help each other learn new things. We solve problems together. We share ideas and listen to everyone.	We cooperate by respecting different opinions and working as a team. We share responsibilities and support each other to achieve our goals. We listen actively and value everyone's contribution. We know that cooperation helps us achieve more together than alone.

Appendix 3: The Behaviour curriculum

Classroom behaviour:

Behaviour/ action	Why the behaviour is inappropriate	Which value is not being followed	How to avoid it	What a teacher will do to help you
Fiddling with pens/ pencils/ whiteboard pens	• Distracting for the teacher – who is speaking • Distracting for children nearby – who are trying to listen and learn	Respect	• Show respect by: • Putting anything that may be distracting in front of you, out of reach! • Put your hands in your lap.	If you are fiddling, I may: • Say your name • Move the object
Calling out	• Distracting for teacher/ disruptive to the class	Respect Patience	• Put hands up (if appropriate) • Be patient • Remember to take turns	• Be consistent/ clear with expectations • Praise children who put their hands up
Moving around/ slow/ wasting time/ transitioning/	• distracting- for pupils and teachers • limiting learning time • lack of respect • safety concerned	Respect Responsibility	• Go to the toilet before lesson times. • Make sure equipment is ready at the beginning of the lesson • Follow the steps to success • Listen carefully to instructions	• Remind you • Praising others • Seating plans • Equipment out before lesson • Checklist before lesson • Give movement breaks
Telling tales	- Wastes time - Can be upsetting	Kindness	• If a problem happens outside inform an adult straight away • Can this wait until later? • Do I need to tell an adult?	• Provide reflect time • Implement a class worry box and encourage the child to use this at the correct time
Low level chat/ noise	- Wastes time - Shows lack of respect	Respect	• Ignore children who are chatting around child • Tell a teacher if it's bothering you • Save chat until breaktime	• Praise positive learning behaviours • Follow behaviour policy (e.g warning, timeout…) • Ask the child a question (distraction techniques) • Check how far they are with task and provide time limits
Tablet/equipment misuse	- Damaging school property - Unsuitable viewing - Safety concerns - Breaking contract	Respect Responsibility	• Tablets in the middle of tables when not being used • Not use tablets at breaks/lunchtimes • Equipment away in packs/pencil cases until needed	• Confiscate tablet after warning given • Remind child of contract signed
Answering back/ lack of respect	- Disrespectful to the teacher	Respect	• Communicate needs with teacher/other staff	• Be consistent • Stay calm; model expected behaviour • Praise other children

Playground scenarios:

Issue	Reaction	Which value is not being followed	What could be done to avoid the reaction?
Play fighting in KS1	Issue - turns into a big fight.	Respect for rules	Children to be taught… • NO play fighting. • Play with the equipment / your friends.
Issues on the football pitch: • Frustration - as player has missed/ scored a goal/ is not playing well • Hurt – been tackled too hard and been hurt/in pain • Wanting to be the best – bragging about it… • Late coming trying to join teams	• Use of inappropriate language – swear/name calling • Hitting / fight child	Kindness Respect	Children to be taught… • Include others in your games • If you feel someone has done something wrong, walk away and ask for help from a teacher/MDS. • If you are hurt, ask for help, don't retaliate.
Fallen out of a friendship – leading to secrets / rumours being shared/leaked	• Use of inappropriate language – swear/name calling • Hitting / fight child	Kindness Respect	Children to be reminded that we: • are kind. • treat others how we want to be treated. • will not always agree with our friends and may fall out, and that is fine, we stay away from them until the situation is resolved. • there is no reason to be unkind. • If we are unhappy and want help with our friendship issue we speak to a mentor or our TA.

Not feeling part of a friendship group – feeling/ being left out.	• Use of inappropriate language – swear/name calling • Hitting / fight child • Leave child out of games / activities	Kindness Respect	Children to be reminded that we: • are kind. • treat others how we want to be treated. • there is no reason to be unkind and we try to include others. • If someone is not being kind, tell an adult
Boredom – winding people up/ annoying them/disturbing their play	• Use of inappropriate language – swear/name calling • Hitting / fight child • Leave child out of games / activities	Kindness Respect	Children to be reminded that we: • are kind. • treat others how we want to be treated. • there is no reason to get involved with in other people's play / business. • If someone is not being kind, tell an adult
Equipment being misused / not having access to it – not sharing	• Use of inappropriate language – swear/name calling • Hitting / fight child	Kindness Respect Patience Fairness Trust	Children to be reminded that: • If waiting for a scooter, have patience and wait in the correct place for your turn. • Use the equipment for the correct purpose – stilts for standing on/playing with. • If you are waiting for equipment and don't feel like someone is sharing – tell an adult. • If equipment is not used for the right purpose, it will be banned.

Playground expectations

Respect and kindness for everyone:

All adults and children will be spoken to with respect

Respect for equipment:

- Equipment to be treated with respect and used in the correct way. Reception – KS1 – lesson on how to use equipment (hoops, skipping ropes etc)
- Football nets and goals to be used appropriately (no swinging/hanging or climbing through the net)
- Only use the equipment that is out

Scooters:

12.30 – 12.45	12.45 – 1.00	1.00 - 1.15	1.15 – 1.30
Year 3	Year 4	Year 5	Year 6

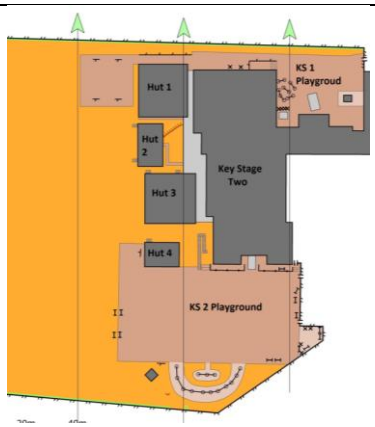
Lining up expectations

	When the whistle is blown:
Reception & KS1	Stand still and silent and are prompted to move to line up.
Year 3	Walk to small playground and line up in classes.
Year 4	Walk to the ASC provision and line up in classes.
Year 5	Walk to the area on field by the Year 5 hut and line up in classes.
Year 6	Walk to the back of the KS2 playground and line up in classes.

- An adult will walk the children calmly and quietly into school
- If it takes too long to line up – time to be taken off playtime – children should be ready to go into class 1 min after the whistle is blown, if not change time that the whistle is blown.

Responsibility to ensure everyone can learn:

Areas of the school for play:

<table>
<tr><td>Reception</td><td colspan="2">• Reception playground
• KS1 playground</td></tr>
<tr><td>Year 1</td><td colspan="2">• KS1 playground</td></tr>
<tr><td>Year 2</td><td colspan="2">• KS1 playground
• KS2 field @ lunchtime – not past white line</td></tr>
<tr><td>Key Stage 2</td><td> 
</td><td>Field and playground

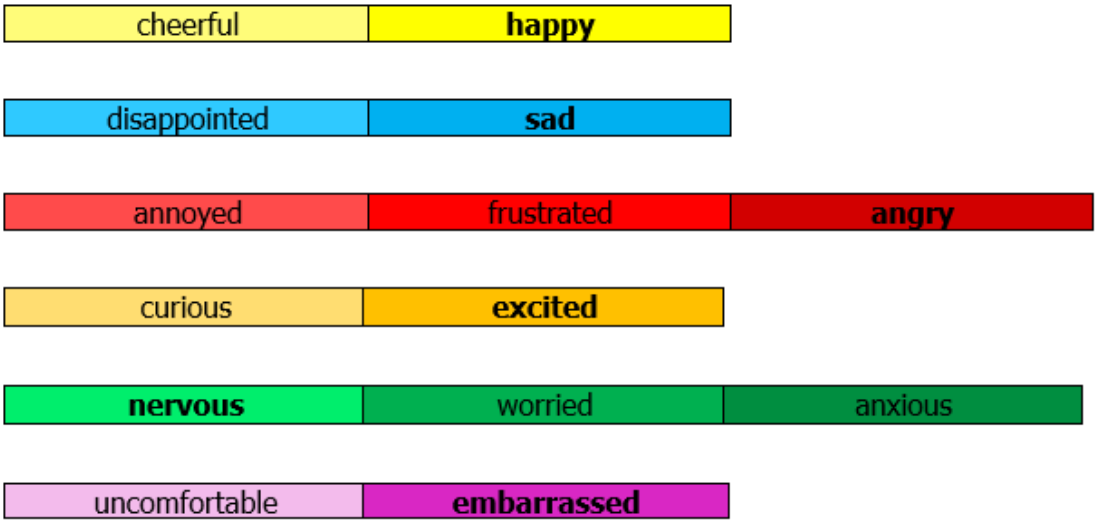
Not:
• On KS1 playground or on pathway leading to KS1 playground by Y3 hut
• Under Year 6 stairs and by Y4 classrooms
• On stairs by Year 4 classrooms</td></tr>
</table>

Appendix 4: emotional vocabulary

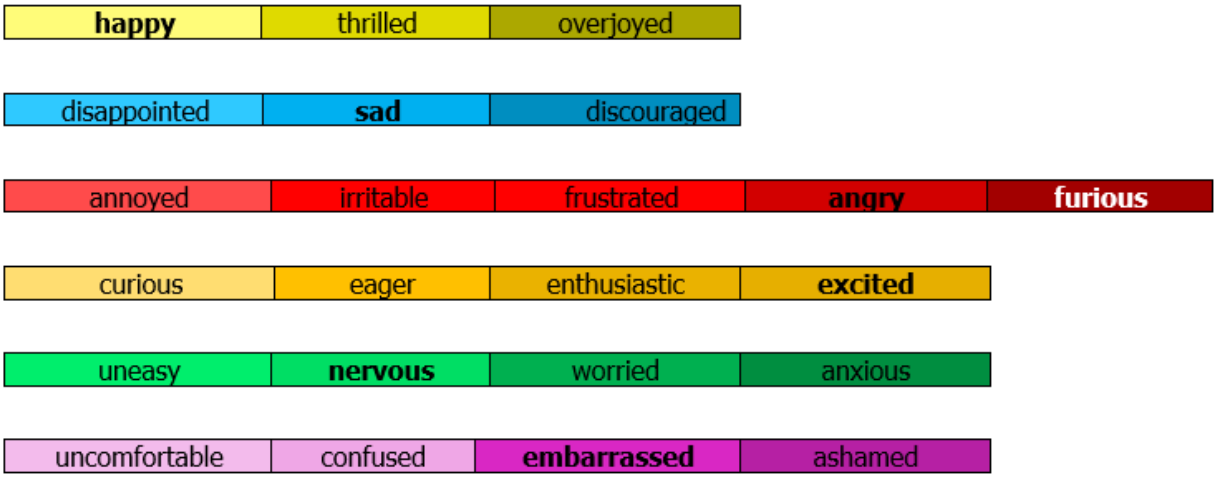
Feelings vocabulary development

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
happy		cheerful	thrilled	overjoyed	ecstatic	content euphoric
sad		disappointed		discouraged	down	blue
angry	annoyed	frustrated	furious	irritable	agitated	enraged
excited		curious	enthusiastic	eager	exhilarated	exuberant
nervous	worried	anxious	uneasy		apprehensive	hopeless
embarrassed		uncomfortable	confused	ashamed	flustered	insecure

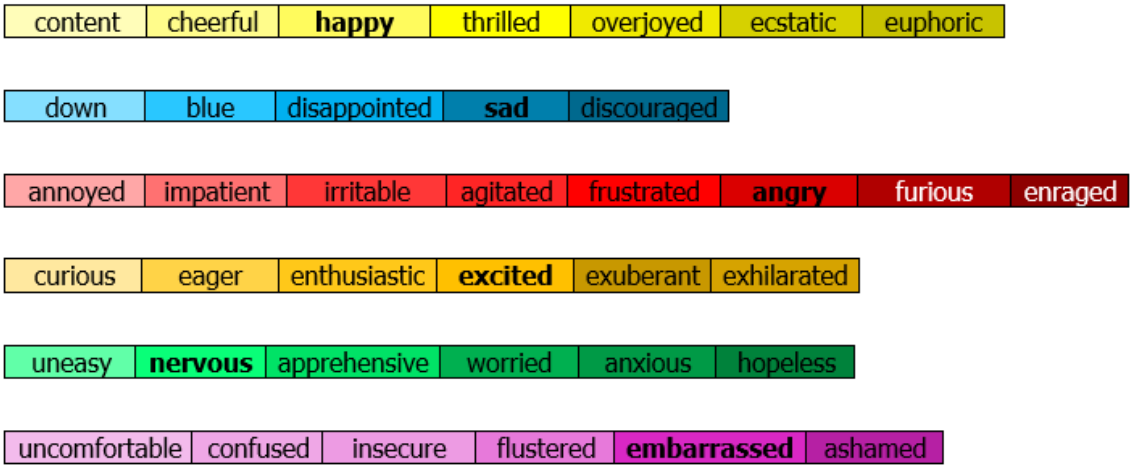
KS1 – shades of meaning



LKS2 – shades of meaning



UKS2 – shades of meaning



Appendix 5: key definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

Dangerous behaviour: a form of detrimental behaviour which poses a risk of harm to self or others, causes or risks damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Externalising behaviour - Behaviour that is detrimental to others, directed outwardly, affecting others or the environment.

Internalising behaviour – Behaviour that is detrimental to self, directed inwardly and therefore may not be visible to others.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Appendix 6: Luton Primary SEMH Service - Criteria and Support

At Downside Primary School, we recognise the SEMH difficulties children may experience and seek advice where necessary. The document below will be referred to as appropriate.

Social, Emotional and Mental Health (SEMH) Difficulties

This document seeks to provide an overview of SEMH difficulties that children may experience during their time at school, along with the behaviours that may arise as a result. It outlines recommended resources and provisions available at each stage of the graduated approach, in line with the implementation of the new Primary SEMH Service.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour (SEN Code of Practice, 2015).

Difficult Detrimental behaviour - Behaviour that hurts or hinders an individual, the community or the environment.

Dangerous detrimental behaviour - a form of detrimental behaviour which poses a risk of harm to self or others, causes or risks damage to property, or behaviour that would be considered criminal if the person was the
age of criminal responsibility, such as racist abuse.

Valued behaviour - Behaviour held in high regard by an individual, the community or the environment.

Externalising behaviour - Behaviour that is detrimental to others, directed outwardly, affecting others or the environment.

Internalising behaviour – Behaviour that is detrimental to self, directed inwardly and therefore may not be visible to others.

Universal Support

SEMH Difficulties	Support/ Provision
Externalising behaviours • Some difficulty with emotional regulation in response to certain situations eg. focusing on the negative, difficulty calming down when upset • Not able to engage in some learning tasks • Some difficulty when interacting with other children in line with development. eg. struggling to share, taking things from others, taking control, struggling to maintain friendships • Needs support to develop understanding of appropriate boundaries in line with development • May occasionally withdraw and remain on the fringes of activities e.g. when feeling uncertain or anxious about an unfamiliar activity **Internalising behaviours** • Some difficulties separating from parent/carers (separation anxiety, withdrawing and struggling to get into school) in line with typical development • Some difficulties getting into school, settling when in school or following routines, initially in the first few months • Difficulty to sustain attention in line with typical development, for example, may flit between activities • Struggling to recognise some feelings of others and themselves	**Needs are met through Inclusive, Quality- First Teaching:** 1. Clearly designed **lesson plans** with appropriate use of modelling, explaining and questioning 2. Plenty of opportunities to **involve and engage** the child 3. Providing the child with the **chance to talk** both individually and in groups 4. Using a **relational approach** and listening to the **child's voice** 5. An expectation that the child will accept **responsibility for their own learning** and work independently 6. Regularly using **encouragement** and **praise** to engage and motivate the child 7. Clear expectations of behaviour, preferable reinforced by a school **behaviour curriculum** that teaches children **valued behaviours** 8. **Behaviour policy**, preferably aligned with **Therapeutic Thinking**, which is consistently and equitably applied by all staff 9. Working together with **parents/carers** to ensure home/school communication 10. Ensuring **reasonable adjustments** are made in line with schedule 13 of the Equality Act 2010

Targeted support

SEMH Difficulties	Support/ Provision
Externalising behaviours • Increasing difficulties in sharing, turn-taking or waiting • Needing help to engage in play • Struggling to maintain attention during adult-led activities **Internalising behaviours** • Difficulties getting into school and/or settling into school despite adult support • Needing encouragement to attend school • Showing emotional distress, which subsides with adult support • Worried about getting their work wrong or making mistakes • Struggling to make friends and/or communicate their feelings • Low self-esteem and/or lack of confidence • Struggling to acknowledge or accept responsibility for wrongdoing	**As above plus:** 1. Provisions/support from **Luton Ordinarily Available Targeted Support document** 2. Support/advice from **SENCO/Pastoral Lead/Mental Health Lead** 3. Work in **partnership with parents/carers** to support the child 4. Use of **EBSA toolkit** where appropriate 5. **Intervention** group work with Teacher, Teaching Assistant, ELSA (Emotional Literacy Support Assistant) 6. Request for **Family Partnership** involvement as appropriate. 7. **APDR** process with **SMART targets** 8. **Early Prognosis** document (or similar plan) from **Therapeutic Thinking** toolkit 9. Referral to **CAMHs MHST** as appropriate 10. Referral to **school nursing team** as appropriate

Tier One

SEMH Difficulties	Support/ Provision
Externalising behaviours • Regularly demonstrates school avoiding behaviours, they may be becoming a persistent absentee. eg. undiagnosed illnesses • Does not want to be in the classroom on regular basis for known or unknown reasons • Regularly requires adult support and finds waiting for help difficult in some situations • Regularly struggles to follow school rules. • Regularly struggles to find solutions to problems • Occasionally may use language that is harmful to other people **Internalising behaviours** • Ongoing separation difficulties • Regularly becoming overwhelmed in the school environment, and needs adult support to reassure them • During unstructured play may withdraw, or self-isolate • Regularly struggles to maintain attention during formal learning	**As above plus:** 1. Access to a **key adult** for mentoring and/or emotional support 2. Evidence-based **SEMH intervention** work 3. Analyse behaviours thoroughly. Use **Anxiety Analysis** and create **Predict, Prevent, Progress plan** from **Therapeutic Thinking Toolkit** or look at **behavioural triggers** in a similar way **(eg. ABC charts)** 4. Thorough **risk assessment** and **risk management plan** in place (could use Therapeutic Thinking **Risk Calculator** and **Therapeutic Plan** or similar) 5. **Primary SEMH Service Outreach support** 6. **Educational Psychologist** referral as appropriate

• Often sad/tearful, anxious, tired, frustrated which prevents them from engaging. The low mood is out of character • Struggling to accept direct praise and encouragement	

Tier Two

SEMH Difficulties	Support/ Provision
Externalising behaviours • Persistent absence from school • Ongoing difficulties with self-regulation which impacts in their ability to cope in school and the functioning of others • Harmful behaviours such as: hitting, punching, kicking, biting slapping, spitting, hair pulling, including other behaviours that have a negative impact on the student), that are not due to other cause • Persistently struggles to engage with tasks • Risky survival strategies for example, self-harm, running out of school, site or classroom, climbing at height on property/furniture • Challenges rules and shows resistance to adult support • Often uses harmful language, sometimes with intent • Finds it hard to trust adults in school • Dangerous avoidance strategies when finding situations too challenging, for example, harm to self or others. **Internalising behaviours** • Often distressed in school (tearful, sad, worried, low self-esteem, low motivation, hypervigilance) • Not able to recover after setbacks • Often has social interaction difficulties with others • Low self-esteem • Regularly very withdrawn in a way that is unusual for them	**As above plus:** 1. **Primary SEMH Service- Short term turnaround In-reach provision** 2. **MDST** input at turnaround provision 3. **CAMHs** referral where appropriate 4. **MASH** referral where appropriate 5. Application for **EHC Needs Assessment** may be considered

Tier Three

SEMH Difficulties	Support/ Provision
Externalising behaviours • Persistent absence from school, or lessons, due to the social, emotional and/or mental health needs • Intentional harming others to avoid things they find too hard • Using language to deliberately harm or shock others (for example, racist/obscene words) • Behaviours that give rise to safeguarding concerns. (these behaviours are not because of brain injury) • Behavioural presentation that impacts good order to a significant extent (a need for excessive control, impulsivity or deficits in attention derived from emotional distress) • Behaviours that present a significant risk to self or others • Behaviour that is perceived as threatening and frightening by other children and adults • Requiring bespoke and creative strategies to engage with any formal learning in the whole class or group situation **Internalising behaviours** • Routinely experiences distress which is presented through external behaviours or internalisation • Experiences high levels of stress that affects their daily functioning • Finds it difficult to ask for or accept help • Places unreasonable expectations on themselves that cause high levels of stress and/or self-injurious behaviours or harm to others • Susceptible to negative influence	**As above plus:** 1. **EHCP** provision bespoke to the pupil 2. Referral to **Medical Education Coordinator** as appropriate 3. Consideration for **Primary ARP** and/or a **more suitable specialist provision** as appropriate