



Behaviour Policy – Statement of Behaviour Principles

Key Document Details

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Aims and Expectations

It is a primary aim at Drove Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community and our values are built on mutual trust and respect for all. Our behaviour policy aims to promote a learning environment where everyone feels happy, safe and secure.

It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

As a school we aim to reward good behaviour choices as it is believed that this will develop an ethos of kindness and co-operation throughout our school.

As a school we are aware that behaviour is a form of communication and ALL staff will respond appropriately to a child's need. Teachers and Teaching Assistants are trauma informed.

School Rules

- We are Respectful, We are Resilient, We are Ready
- Always modelling our school values
- When walking around the school always holding the door for others
- Ensuring that BSL signs are used to communicate to keep corridors quiet.

How we celebrate children

Nursery

Our aim is to enable children to develop their ability to self-regulate their behaviour and emotions, which helps them to recognise the needs of others and develop empathy. We expect the children to be polite and show respect to each other and to adults, by modelling the school values. We also aim to enable the children to develop a positive attitude towards their learning through metacognition and developing their independence. Green, Yellow and Blue Nursery (2-year-old) will award their children with stickers to encourage and reward positive behaviours. Green and Yellow Nursery will display WOW work that the children have created and WOW comments are also displayed.

Reception / Lower Primary / Upper Primary

Reception

In each classroom the Class Dojo programme will be used to encourage and reward positive behaviours. The Class Dojo interface will be on display on the interactive whiteboard during the day so that all adults across the setting can reward positive behaviour. At the end of the week the child that has the most Dojo Points will be awarded Star of the Week.

In Reception and Nursery, children that demonstrate unacceptable behaviour, will receive a timeout immediately after the incident has occurred to reflect on the behaviour they have shown. Children

will be placed on timeout in relation to their age (one year = one minute). They will then be spoken to by the same adult to reflect on their actions.

Reception children will translate their dojo points into House points following the system below.

Year 1-6

We are positive in our approach, praising good behaviour and effort. If inappropriate behaviour does occur, the class teacher, Phase Leader, SENCO, Assistant Principal or Headteacher will work with the child to help them improve their behaviour using restorative justice. We will ensure that parents are aware of difficulties and persistent behaviour problems when the situation requires it. Above all, we aim to provide consistency throughout the school. These aims are shared between all the adults and children in the school, and we encourage parental support and help in promoting them.

We have a whole school approach to support positive behaviour in the form of House points. We have four school houses and each house works towards collecting as many points as possible for the house throughout the year. At the end of each Term a reward is given to the house with the most house points.

Our houses are:

Oak (Green)

Birch (Yellow)

Ash (Blue)

Cherry (Red)

There is a main display for house points in the school entrance to allow all children to see the totals as the year unfolds.

Children will be updated of the total during celebration assembly, and this is supported with individual celebration certificates handed out each Friday to those who have shown a particular effort that week.

Children also have an individual house points card to work on their own house point tally. Once they receive 50 individual house points they will receive a Bronze Badge, 100 house points, a Silver Badge and 150 house points will see them awarded a Gold Badge. This is to give children both a group incentive and individual incentive.

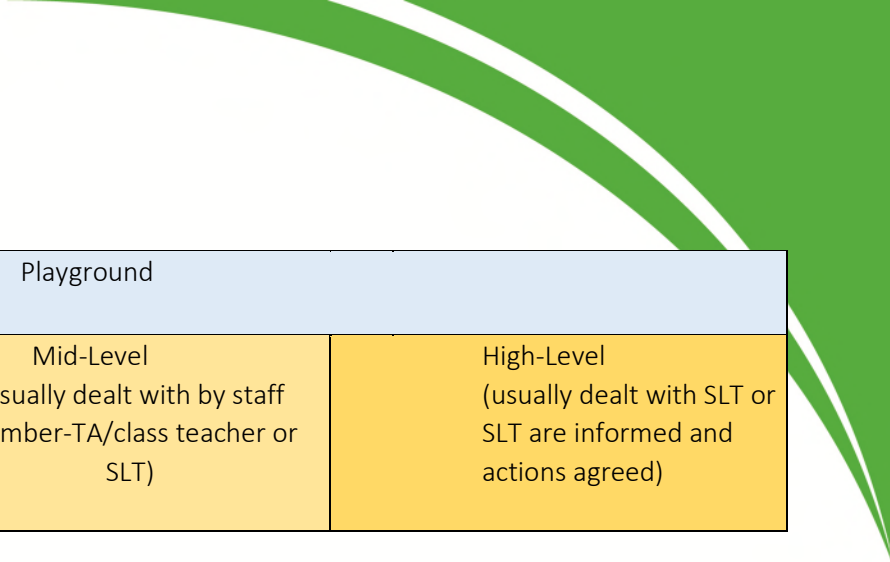
To celebrate other areas of learning:

- Celebration assemblies to celebrate any out of school achievements
- Certificate and prize for every 20 reads completed at home.

Consequences for Behaviour not in line with our expectations

Examples of behaviour that does not meet our expected standards include, but are not limited to the following. The following behaviours are for staff to consider the consequence to in relation to the child's needs, although additional needs will not be an excuse for negative behaviour.

Learning environment (in school or off-site)		
Low-Level (usually dealt with by staff member-TA/class teacher)	Mid-Level (usually dealt with by staff member-TA/class teacher or SLT)	High-Level (usually dealt with SLT or SLT are informed and actions agreed)
- Behaving in an unfriendly way towards another child and excluding others Talking out of turn, calling out - Disturbing/disrupting the learning of other children - Being off task - Not telling the truth - Inappropriate wandering around the classroom during focussed learning time Teasing / name calling	- Ignoring instructions - Not respecting school equipment e.g. throwing equipment in class - Speaking disrespectfully - Behaving disrespectfully - Continuing to disturb the class - Physical contact with another child (low level) - Continuing to call others unkind names - Continuing to break rules - Continual teasing - Repeatedly shouting out - Purposefully not engaging in learning	- Serious damage to school equipment - Swearing including gestures - Intentionally hurting others - Fighting - Using racist or in appropriate language - Dangerous/Threatening behaviour - Throwing furniture - Verbally abusive language towards others - Acting dangerously - Consistent bullying - Physically hurting others - Continuing to ignore instructions - Stealing resources/others possessions - Purposefully leaving classroom without permission - Continuation of behaviours on return from an exclusion - Peer on peer sexual abuse



Playground		
Low-Level (usually dealt with by staff member-TA/class teacher)	Mid-Level (usually dealt with by staff member-TA/class teacher or SLT)	High-Level (usually dealt with SLT or SLT are informed and actions agreed)

- Behaving in an unfriendly way towards another child and excluding others Play fighting / rough play - Messing around in the toilet - Disturbing/Disrupting other's games - Not telling the truth - Not following school rules - Squabbling - Unkind to others - Name calling - Not sharing - Not lining up	- Ignoring instructions - Not respecting school equipment - Speaking disrespectfully - Behaving disrespectfully - Continuing to disturb other's games - Deliberate physical contact with another child - Taking something that isn't theirs - Continuing to call others unkind names - Swearing - Back chatting (disrespectful) to adults - Pushing (consistently) - Constantly going in and out of building - Disrespectful towards school resources	- Serious damage to school equipment - Swearing including gestures - Intentionally hurting others - Fighting - Using racist or inappropriate language - Dangerous/Threatening behaviour - Physically hurting others - Continuing to ignore instruction - Pushing (intending to cause harm) - Continuation of behaviour - Peer on peer sexual abuse
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Positive Reinforcement and Promoting Good Behaviour

At Drove Primary School, we recognise that children's behaviour is a means of communication. Children sometimes have trouble communicating, because they may not be able to verbally describe the problem or know what to do in a situation. At these times, children may act out their feelings or needs. Children engage in challenging behaviour for a reason. The purpose may be getting someone's attention, stopping an activity they don't like, or satisfying sensory needs — but there is always a reason behind the behaviour.

We will always endeavour to support children to make positive choices and will recognise and celebrate this.

Graduated Approach:

At Drove Primary School, we use a graduated system for dealing with negative behaviour that follows these steps:

- Reminder of what constitutes good behaviour from a MDSA/TA/Class teacher
- Explanation of the impact of the poor behaviour and the expected behaviour that is desired
- Time Out (in or out of the classroom)
- Time Out (in partner classroom)
- Key Stage Leader/Phase Leader
- Headteacher/SLT
- Phone home/talk to home

How do we monitor Behaviour (re-occurring themes/children)

All Behaviour incident logged on CPOMS. The class teacher must ensure they have spoken to the parent(s) of children involved in the incident on the day it has occurred and this is also recorded on CPOMS.

- If a child becomes withdrawn, or there are noticeable changes in their behaviours, the class teacher must contact the inclusion lead to discuss the behaviours and identify appropriate support to be put into place (for example, appropriate intervention strategies).
- If changes in behaviour become a pattern, staff members should consider whether the pupil may have an unmet need, and raise this with the SENCO in the first instance.
- I download CPOMS Behaviour reports termly and address any themes with SLT and look for actions and preventative measures (CPD for staff, Personal Development for children, circle time, Assemblies)

Use of Consequences:

We use a Red/Yellow Card System within the class to mitigate any wrong choices of behaviour. Children are made aware of the consequences of their actions (both positive and negative)

The consequences vary according to the severity of the behaviour, but range from:

- A verbal warning with their name then placed on the red/yellow card
- Time out in another classroom
- Loss of privilege (play time/part of lunch time) *NB: children will always have an opportunity to eat their lunch*
- Reasonable adjustments as determined by the Headteacher/SLT
- Fixed-term exclusion
- Permanent exclusion

If there is a concern that a child is being bullied, staff members will follow the Anti-Bullying Policy. All incidents of significant negative behaviour (mid-level and high-level) will be recorded on CPOMS. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents/carers to arrange a time to discuss the situation further.

Consequences: All steps should be followed unless exceptional Circumstances

- If a child does not respond to a reminder to change their behaviour and make a positive choice, their name will be added to a yellow card.
- If they continue to not make the right choice, their name will be moved to the red card. The consequence for this is missing 5 minutes of break/lunchtime.
- If a child displays persistently disruptive or dangerous behaviour they will be asked to spend some time elsewhere

Step 1-a different class

Step 2- a different year group but to remain in class (work or appropriate instructions for that child should be given to the teacher they are going to)

Step 3 – in a class with a member of SLT (work or appropriate instructions for that child should be given to the teacher they are going to)

Step 4- Mrs Bardwell

- A behaviour plan can be put in place to encourage positive actions/right choices, these will be kept and scanned into CPOMS/kept in SEND file

Report Cards

Report Cards are used across KS2. These are put into place when a child shows persistent negative behaviours which are impacting on the learning and well being of others in their class/year group.

Report cards are only used in conjunction with a member of the Senior Leadership Team, the class teacher, the child and parents.

A report card will be in place for 1 or 2 weeks and will be signed at the end of each lesson with a comment and sent home each day to be checked by parents and again signed to confirm it has been seen.

If a child is put onto a report card on 3 occasions throughout the academic year for persistent disruptive behaviour, then further options regarding looking into SEMH needs or suspensions will be considered.

Mindfulness

Mindfulness sessions are promoted across the school from Reception to Year 6. It allows the children to learn how to regulate their emotions and to understand the feelings they are feeling. It can help control impulsiveness and develop compassion and empathy. Teaching the children these skills will help them in later life they are aware of themselves as well as others.

Use of Reasonable Force:

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in
- DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, an adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. [Use of reasonable force and other restrictive interventions guidance](#) . This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils. Any use of physical restraint or seclusion will be recorded on CPOMS.

Use of CPOMS

- CPOMS is reviewed Termly with a focus on Behaviour/Behaviour related incidents
- Themes are explored, discussed and reviewed
- Themes maybe addressed (Parent workshops, Use of ELSA/Learning Mentor, Circle Time, explicit teaching through Personal Development

How do we De-escalate or manage challenging behaviour?

In a calm, clear and non-confrontational way give children

- Instruction (____you need to be.....) e.g. sitting in your carpet space
- Give take up time and move away. Allowing trust to follow instruction
- Reminder of request
- Give take up time and move away. Allowing trust to follow instruction
- First warning- verbal (discreet) (____this is your first warning, you need to be.....)
 - Can we....

Maybe we can...

I wonder...

Let's try...

-step away

- Dependent on situation- offer a time out (reading)

Mia may show her donut to request this (adult to look at her and nod to accept this and allow up to 5 minutes on the donut)

- Second warning -verbal (discreet) (____, this is your second warning, you need to be)

-step away

Offer for her to have some quiet time without adults talking at her. Remind her about her donut.

- To another class
- To SLT/AP
- To Head Teacher

Transitions

Transitions for us mean big things like moving house or getting married. For children, an overwhelming transition can be as small as a change in play from one toy to another, the change from play to bedtime, a car trip, change of lesson, a new face in the classroom. Everyday experiences suddenly overwhelm their limited sense of resilience and their fear response may kick in, leading to challenging or unwanted behaviour. This may happen for a number of reasons:

- The child may fear that the change is going to be a negative one.
- They may have little experience of permanence.
- They may feel an overwhelming need to feel in control and prevent changes from happening by escalating their own behaviour to force an end to relationships.
- They may lack cause and effect thinking and so may not be able to visualise what a change will look and feel like.
- They may have an overwhelming need to be able to predict the environment (whether this forces a positive or negative consequence).

- They may experience sensory difficulties which leads them to feel overwhelmed by conflicting change.
- They may feel separation anxiety and try to keep trusted adults close by escalating their behaviour.

What this might look like:

- The child's behaviour escalates or changes dramatically when change is approaching, or following a change.
- The child uses delaying tactics to prolong the current status quo (taking longer in the toilet, delaying a start to tasks, refusing to come out of a room or go out to play etc).
- The child hides, runs away or goes blank when a change occurs.

What can we do to mitigate this:

- Keep in mind (or plot on a timeline) the potential triggers for the child.
- Give plenty of advanced warning of activity changes, even if it's something that happens at the same time every day.
- Use visual countdown timers, calendars where you can cross the days off (or count up to exciting events).
- Pause and reflect when you see a reaction. Think about what the child needs. What are they trying to tell you with their behaviour?
- Be proactive around times of change. Start to have conversations about what is coming up. Wonder aloud to keep up a narrative for the child, "I wonder if you're hiding because you're worried about what might happen?" or "I wonder if you're feeling anxious about the change that's coming up? Let's go through that change together."
- Avoid surprises and try not to use the word 'surprise' to describe change. Prepare for changes such as these. Ensure the child will feel safe after the change happens – emotionally and physically. Uncertainty is stressful; do they know what to expect? Support the preparations with visual cues.
- Talk through what is staying the same or how the child/adult will return to the same place i.e. "Next year, you'll be in the same classroom, but your teacher will change." Or, "First we'll go to the hall for assembly. Then we'll line up and walk back to class. You can hold Mrs. X's hand if that helps?"
- Empathise with the child – this is a big ask, and they may experience some big feelings, and that's ok. Ensure they know you'll get through the changes together, or describe who will be going through that change with them if you're not there.
- Make sure they know what is going to stay the same after the ending or transition i.e. "When we get back from lunch, we'll still be doing maths and you can still sit next to your friend X."
- Consider having their ending or transition at a different time from everyone else so that they don't absorb the anxieties of others

- After the event, use 'Naming the Need' and empathic reflection to help the child to explore their feelings around the change/contact/ transition i.e. "I think you might be very cross with me today because you saw your dad last night and you are missing him. That must feel really sad!" Remember that children often have conflicting loyalties and confused feelings towards each of the relationships they hold during times of change. Avoid planning exciting or distracting activities and allow for some 'quiet time' for reflection and reintegration.

Parental Meetings

- A phone call will be made to discuss any incidents of behaviour that warrant discussions. Or behaviours that results in a consequence, behaviour plan or internal exclusion, this will be carried out by a class teacher or SLT depending on severity of incident

Fixed-term and permanent exclusions

(The School must follow the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' DFE-00184-2017 when considering an exclusion)

The Headteacher has the legal authority to permanently exclude a pupil from school. However, this may only be done following discussions with the CEO who will provide advice and ensure that the statutory guidance has been followed. The Headteacher must receive written authorisation from the CEO prior to finalising a permanent exclusion. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

If the Headteacher excludes a pupil, s/he informs the parents without delay, giving reasons for the exclusion and the period of a fixed term exclusion or, for a permanent exclusion, the fact it is permanent. At the same time, the Headteacher makes it clear parents' right to make representations about the exclusion to the governing board, how any representations should be made; and where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend the meeting.

The Headteacher informs the LA and the governing board about any permanent exclusion, fixed term exclusions beyond five days in any one term and any exclusion which would result in the pupil missing a public examination or national curriculum test. The CEO must be copied into all such correspondence.

The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing board has a discipline committee which is made up of between three and five members. This committee considers the reinstatement of an excluded pupil on behalf of the governing board.

When the committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the committee decides that a pupil should be reinstated, the Headteacher of that setting must comply with this ruling.