



The Drive Community Primary School

Pupil Behaviour Policy

2026 - 2027

September 2026 – September 2027

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1. Our Vision

At The Drive Community Primary School, we believe that positive relationships are at the heart of effective learning and good behaviour. We are committed to creating a safe, nurturing and inclusive environment where every child feels valued, understood and supported to succeed.

We recognise that behaviour is a form of communication and that children may need support to develop the skills required for self-regulation, emotional wellbeing and positive relationships. Our approach is underpinned by:

- Thrive principles
- PACE (Playfulness, Acceptance, Curiosity and Empathy)
- Trauma-informed practice
- Restorative approaches

Through these approaches we aim to help children feel safe, develop resilience and become successful learners.

2. Roles and Responsibilities

Role of All Staff

All staff are responsible for promoting positive behaviour, building strong relationships and maintaining a safe, inclusive learning environment.

Staff will:

- Model respectful behaviour and positive relationships.
- Use consistent approaches to behaviour management.
- Develop positive relationships with children and families.
- Use PACE approaches (Playfulness, Acceptance, Curiosity and Empathy).
- Recognise that behaviour is a form of communication.
- Support children to regulate emotions.
- Use de-escalation and restorative approaches where appropriate.
- Celebrate positive behaviour and achievements.
- Record behaviour incidents in line with school procedures.
- Make reasonable adjustments for children with SEND where required.
- Work with colleagues and external agencies to support children's needs.
- Support children's emotional wellbeing through positive relationships, Thrive-informed approaches and appropriate pastoral support.

Role of the Class Teacher

The class teacher is responsible for establishing a positive classroom culture where children feel safe, valued and ready to learn.

Class teachers will:

- Teach and reinforce school expectations and values.
- Create calm, predictable and inclusive classroom environments.
- Build positive relationships with all pupils.
- Use rewards and recognition consistently.
- Follow the school's behaviour procedures and stages.

- Communicate behaviour concerns with parents and carers.
- Identify children who may require additional support.
- Implement agreed behaviour support plans and strategies.
- Liaise with SEND when appropriate.
- Maintain behaviour records using CPOMS where required.

Role of Teaching Assistants and Support Staff

Support staff play a vital role in promoting positive relationships and supporting emotional regulation.

Support staff will:

- Follow the Behaviour Policy consistently.
- Support children to engage successfully in learning.
- Use PACE and Thrive-informed approaches.
- Support regulation through sensory and emotional regulation strategies.
- Share concerns with class teachers and leaders.
- Promote children's independence, confidence and wellbeing.

Role of the SENDCO

The SENDCO will:

- Support staff in meeting the needs of pupils with SEND.
- Advise on reasonable adjustments.
- Coordinate behaviour support plans where needed.
- Liaise with parents, carers and external agencies.
- Monitor behaviour patterns for children with SEND.
- Support staff in understanding behaviours linked to additional needs.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- Ensure the policy is implemented consistently across the school.
- Support staff with behaviour management.
- Monitor behaviour trends and incidents.
- Coordinate support for pupils with additional needs.
- Lead restorative and repair processes where necessary.
- Work with families and external agencies to secure positive outcomes.
- Ensure staff receive appropriate training and professional development.

Role of the Headteacher

The Headteacher is responsible for the strategic leadership of behaviour and relationships across the school.

The Headteacher will:

- Promote a culture of high expectations, inclusion and respect.
- Ensure the policy is implemented fairly and consistently.
- Support staff in managing behaviour effectively.
- Monitor behaviour data and evaluate the impact of interventions.
- Authorise suspensions and exclusions where appropriate.
- Ensure safeguarding concerns are addressed promptly.
- Report behaviour information to governors as required.

Role of Parents and Carers

Parents and carers play an important role in supporting positive behaviour and relationships.

Parents and carers are expected to:

- Support the school's values, expectations and behaviour procedures.
- Work in partnership with school staff.
- Attend meetings when requested.
- Encourage positive attitudes towards learning.
- Inform school of any concerns that may affect their child's wellbeing or behaviour.
- Communicate respectfully with staff and other members of the school community.
- Support agreed strategies and interventions.

Role of Pupils

Pupils at The Drive Community Primary School are expected to:

- Demonstrate the school's RESPECT values in all aspects of school life.
- Show **Resilience** by trying their best and learning from mistakes.
- Show **Empathy** by treating others with kindness, consideration and respect.
- Develop **Self-Awareness** by taking responsibility for their actions and choices.
- Approach learning with **Passion and Positivity**.
- Strive for **Excellence** in their learning, behaviour and personal achievements.
- Use positive **Communication** by listening carefully, following instructions and speaking respectfully.
- Demonstrate **Teamwork** by working cooperatively and supporting others.
- Ask for help when needed.
- Take pride in the school and help to create a safe, welcoming and inclusive environment.
- Attend school regularly and punctually.
- Wear the correct school uniform.
- Engage positively in learning and make the most of all opportunities available to them.

Role of Governors

The Governing Body will:

- Review the effectiveness of the Behaviour Policy.
- Support the school's commitment to inclusion and positive relationships.
- Monitor behaviour, suspension and exclusion data.
- Ensure statutory responsibilities are met.
- Hold leaders accountable for the implementation of the policy.

3. SCHOOL RULES

At The Drive Community Primary School, our behaviour expectations are underpinned by our RESPECT values. These values help us build positive relationships, make good choices and create a safe environment where everyone can learn and thrive.

Resilience

- Keep trying when things are difficult.
- Learn from mistakes and challenges.

Empathy

- Be kind and considerate to others.
- Treat others as you would like to be treated.

Self-Awareness

- Recognise your feelings, behaviour and choices.
- Take responsibility for your actions.

Passion and Positivity

- Approach learning with enthusiasm.
- Encourage and support others.

Excellence

- Always try your best.
- Take pride in your work and achievements.

Communication

- Listen carefully and follow instructions.
- Use respectful language and communicate positively.

Teamwork

- Work cooperatively with others.
- Help create a calm, safe and successful learning environment.

4. Managing Behaviour

At The Drive Community Primary School, we believe that positive relationships are at the heart of successful learning and positive behaviour. We recognise that behaviour is a form of communication and that all children need clear expectations, consistent boundaries and supportive relationships to thrive.

Our approach to behaviour management is underpinned by:

- The Drive's RESPECT values
- Thrive principles
- PACE (Playfulness, Acceptance, Curiosity and Empathy)
- Trauma-informed practice
- Restorative approaches
- Consistent expectations and routines

Through this approach, we aim to help children feel safe, valued and ready to learn, whilst developing the skills needed to manage their emotions, behaviour and relationships.

Protect, Relate, Regulate, Reflect

At The Drive, we support children through the principles of Protect, Relate, Regulate and Reflect.

Protect by creating safe, consistent and nurturing environments where children feel secure.

Relate by building positive relationships with trusted adults, peers and families.

Regulate by supporting children's emotional wellbeing through co-regulation, sensory strategies and emotional support, including sensory circuits, calm spaces and trusted adults.

Reflect by helping children understand the impact of their actions, repair relationships and develop positive strategies for the future through restorative conversations.

Supporting Individual Needs

We recognise that some children may require additional support to manage their emotions and behaviour successfully. Where appropriate, support may include:

- Thrive interventions
- Emotional check-ins
- Trusted adult support
- Sensory circuits and regulation activities
- Individual behaviour support plans
- SEND support strategies
- Early Help support
- External agency involvement

We work closely with families and professionals to ensure that all children receive the support they need to achieve both academically and emotionally.

Rewards and Recognition

At The Drive Community Primary School, we believe that celebrating success is an important part of developing confidence, motivation and positive relationships. We recognise and reward children who demonstrate our RESPECT values, make positive choices and show commitment to their learning and personal development.

Children's achievements are recognised and celebrated through:

- DOJO Points.
- Weekly Shine Awards, where children are nominated for exemplifying our school values and achievements.
- Termly DOJO Celebrations, where children who achieve their class target receive a special reward and recognition.
- End of Year Shine Awards Celebration, where children are recognised for outstanding achievement, effort, progress and contribution to school life.

5. Supporting Positive Behaviour and Responding to Behaviour

Positive relationships are central to our approach to behaviour management. Staff strive to build trusting, respectful and supportive relationships with all pupils, ensuring children feel safe, valued and ready to learn.

Positive Teacher-Pupil Relationships

Staff will:

- Model respectful behaviour and positive relationships.
- Maintain high expectations for all pupils.
- Use positive praise and encouragement.
- Promote the RESPECT values.
- Build trusting relationships with pupils and families.
- Support children to make positive choices.

De-escalation Strategies

Where behaviour begins to escalate, staff will use a range of de-escalation strategies to support children in making positive choices and returning successfully to learning.

Strategies may include:

- Remaining calm and using a respectful tone of voice.
- Providing thinking time.
- Offering limited choices.
- Redirecting attention.
- Using visual supports.
- Supporting emotional regulation.
- Providing access to a trusted adult.
- Using sensory regulation strategies where appropriate.

Emotional Regulation Support

Some children may require additional support to regulate their emotions and behaviour. Support may include:

- Sensory circuits.
- Calm spaces.
- Movement breaks.
- Emotional check-ins.
- Regulation resources.
- Thrive interventions.
- Trusted adult support.
- Individual behaviour support plans.
- Restorative Practice

Following a behaviour incident, staff will support children to reflect on their actions, understand the impact of their behaviour and repair relationships where appropriate.

Restorative conversations will be used to support children in developing responsibility, empathy and positive future choices.

Physical Intervention and Restrictive Interventions

The Drive Community Primary School follows its Positive Handling Policy and current Department for Education guidance regarding restrictive interventions, including the use of reasonable force. The school is committed to using preventative and de-escalation strategies wherever possible.

Restrictive interventions, including reasonable force, will only be used as a last resort and when necessary to:

- Prevent a child from injuring themselves or others.
- Prevent serious damage to property.
- Prevent behaviour that places others at significant risk.
- Maintain the safety and wellbeing of pupils and staff.

Any intervention used will be reasonable, proportionate and lawful, using the minimum level of intervention necessary for the shortest possible time.

Any significant incident involving the use of physical intervention will be recorded in accordance with school procedures and parents/carers will be informed as soon as practicable.

Physical intervention will never be used as a form of punishment.

Reflection and Regulation Space

Where a child is unable to regulate their emotions, or where their behaviour is significantly impacting the safety, wellbeing or learning of others, they may be supported in a designated Reflection and Regulation Space.

The purpose of this space is to:

- Support emotional regulation.
- Provide a calm and safe environment.
- Allow time for reflection.
- Provide support from a trusted adult.
- Enable children to return to learning successfully.

The Reflection and Regulation Space is not intended as a punishment. It is a supportive intervention that helps children regulate emotions, reflect on their actions and prepare to re-engage positively with learning and relationships.

Where appropriate, restorative conversations will take place before children return to class.

6. Consequences and Support

At The Drive Community Primary School, consequences are applied fairly, consistently and proportionately. Their purpose is to support children in reflecting on their choices, taking responsibility for their actions and making positive future decisions.

Staff will consider the age, developmental stage and individual needs of the child when determining an appropriate response.

Five Stage Behaviour Approach

Stage 1: Reminder

A reminder of the expected behaviour is given, allowing the child an opportunity to make a positive choice.

Stage 2: Warning

A clear warning is given, identifying the behaviour that needs to change.

Stage 3: Reflection Time

The child receives Reflection Time and is supported to reflect on their behaviour and discuss positive choices for the future.

The Headteacher or a member of the Senior Leadership Team may issue an immediate Reflection Time where the severity of the incident warrants this.

Stage 4: Behaviour Monitoring

Where behaviour concerns continue, a meeting may be arranged with parents/carers to discuss concerns and agree next steps. The child may be placed on a Behaviour Report or individual support programme to support improvement and monitor progress.

Stage 5: Suspension or Exclusion

In cases of serious or persistent behaviour, further action may be taken, including internal suspension, suspension or permanent exclusion in exceptional circumstances.

Other Consequences and Supportive Measures

Where appropriate, and following consideration of the individual circumstances of the child, the school may implement additional consequences or support measures. These may include:

- A risk assessment being completed prior to a school visit and, where necessary, a pupil not participating in the visit if their safety or the safety of others cannot be assured.
- Temporary withdrawal from representing the school at events, competitions or extracurricular activities where behaviour falls below expected standards.
- Temporary withdrawal from Breakfast Club or after-school clubs where behaviour is causing significant concern or impacting the safety and wellbeing of others.
- Adapted arrangements for unstructured times, such as breaktimes and lunchtimes, to provide additional support and promote successful behaviour.

Parents/carers will be informed where any of the above measures are considered necessary.

Serious Incidents

Where behaviour results in actual or potential harm to a child, member of staff, property or the wider school community, an immediate move to a higher stage of the behaviour system may be required.

All serious incidents will be considered on an individual basis, taking into account the severity of the incident, the age and needs of the child, safeguarding considerations and any relevant support plans.

Child-on-Child Abuse

The Drive Community Primary School recognises that children can abuse other children and that child-on-child abuse can occur both inside and outside school, including online.

Any concerns relating to child-on-child abuse will be treated as a safeguarding concern and responded to in line with the school's Safeguarding and Child Protection Policy.

This may include:

- Bullying, including cyberbullying
- Physical abuse
- Emotional abuse
- Sexual violence
- Sexual harassment
- Harmful sexual behaviour
- Abuse within intimate personal relationships
- Sharing of nude or semi-nude images
- Prejudice-based incidents

Suspensions and Permanent Exclusions

At The Drive Community Primary School, we strive to support all children to succeed within our school community. However, there may be occasions where a suspension or permanent exclusion is necessary to ensure the safety and wellbeing of pupils and staff, or to maintain an orderly learning environment.

Only the Headteacher has the authority to suspend or permanently exclude a pupil.

Suspension and permanent exclusion are important behaviour management tools and will only be used when appropriate and in line with current Department for Education guidance. Permanent exclusion will always be considered a last resort.

Before making a decision, the school will consider the individual circumstances of the child, including any safeguarding concerns, SEND needs, reasonable adjustments and support that has already been provided.

Where a suspension or permanent exclusion is issued:

- Parents/carers will be informed as soon as possible.
- The reasons for the decision will be explained.
- Governors and the Local Authority will be notified where required.

- Appropriate arrangements will be made to support the child's reintegration following a suspension where applicable.

7. Monitoring and Review

The Headteacher and Senior Leadership Team will monitor the implementation and effectiveness of this policy on a regular basis.

Behaviour information will be reviewed to identify patterns, trends and any additional support that may be required for individual pupils, groups of pupils or classes. This may include monitoring:

- Behaviour incidents.
- Reflection Time records.
- Suspensions and permanent exclusions.
- Attendance patterns.
- Child-on-child abuse incidents.
- Bullying and discriminatory incidents.
- Behaviour trends relating to vulnerable pupils and those with SEND.

The school will use this information to evaluate the effectiveness of behaviour support strategies, interventions and provision, including Thrive-informed approaches and emotional regulation support.

The Governing Body will review behaviour data regularly and monitor the implementation of this policy to ensure that it is applied fairly, consistently and in line with statutory guidance.

This policy will be reviewed annually or sooner if changes in legislation, guidance or school practice require it.

APPENDICES

A – Behaviour Report

Weekly Review

Review of the week to be filled in with member of SMT, child and Parent.

Need to clearly discuss if targets have been met and next step.

Next Steps

	Targets have been met and there has been a noticeable improvement in behaviour. No further action needed.	
	Some targets have been met and there have been minor behaviour incidences. Another week on report needed.	
	Targets have not been met and unacceptable behaviour has continued. Internal Exclusion	





Behaviour Report

Name: [Insert Name]

Year: [Insert Year Group]

I am on behaviour report because: [insert reasons]

.....

My behaviour targets this week are:

- Target One
- Target Two
- Target Three

*Targets must be clear and achievable.

	Early Work	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Break (Delete for KS2)	Lesson 4	SMT comment	Parent Comment/Signature
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										



The Drive Community Primary School – Home School Agreement

Together we Learn and Grow

The School

The school will try to:

- have high expectations of all children
- provide exciting, stimulating work
- ensure work is matched to children's ability
- contact parents if there is a problem with attendance or punctuality
- inform parents if there are any concerns or problems that affect their child's work or behaviour
- arrange parent/carer evenings during which progress will be discussed
- keep parents/carers informed about school activities through regular letters, events calendars (on the Friday Letter and on the school website) and flyer/letters issued about special events (including curriculum updates)
- encourage appropriate behaviour at school

The Parent/Carer

I/We shall:

- have read and agree with the school's Behaviour Policy
- encourage my child to be well mannered and respectful (following school Values – RESPECT)
- support the school's rules and procedures when dealing with behaviour
- encourage my child to work to the best of their ability
- see that my child attends school regularly and punctually
- ensure homework and reading books are returned to school
- support my child with their homework and other opportunities for home learning
- keep in close contact with school and inform school promptly about any problems and anxieties that may affect my child's education
- agree not to use Social networking (e.g. Facebook, Twitter) to discuss or comment upon school matters.
- regularly check my child's devices and follow Internet Safety advice.

The Pupil

I will do my best to:

- listen to and follow instructions
- be respectful to everyone – treat others how you would like to be treated
- always use appropriate language
- behave appropriately in the classroom so others are not distracted
- do not purposefully inflict pain on anyone (mentally or physically)
- take care of equipment, the school building, and grounds.
- enjoy my time at The Drive
- do my best in school
- wear the school uniform every day
- do my homework

Signed:

Signed:

Signed: