



The Drive Community Primary School

Pupil Behaviour Policy

2023 - 2024

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1. AIMS

We treat all children fairly and consistently and expect them to be considerate towards others. The aim of this school rules is to help children become responsible and independent members of our school. We aim to ensure that:

- We have high expectations of children in all that they do.
- Lesson delivery is engaging, which is well-paced to motivate children.
- Work is differentiated/scaffolded so that children can access at their own level including providing challenge for children with a higher ability in particular subject areas.
- We have no-tolerance of low-level poor behaviour and disruption.
- ***Any forms of abuse will not be tolerated and is everyone's responsibility to be managed in line with our Behaviour and Safeguarding Policy. This may include child on child abuse****
- Children participate throughout each lesson.
- We develop positive-growth mind-sets and promote good well-being and mental health so that children have positive attitudes to their own learning and understand their own targets.
- Strategies for individuals as used when required e.g., individual workstations, visual timers, visual timetables, wobble cushions and chair bands, play zones (yard), buddies, shortened unstructured times (lunch times).

2. ROLES AND RESPONSIBILITIES

***If any form of child-on-child abuse takes place or any behaviour that causes harm, school will not tolerate this behaviour. It is schools' responsibility to report and take immediate action to intervene where this occurs.**

We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse.

What is Child on child Abuse?

Child on Child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), emotional harm, physical abuse, sexual violence / sexual harassment, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals.

Role of Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time - school and British values.
- The class teachers in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the schools 'Code of Conduct' and 'School Values' consistently. The teachers treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher will record incidents, where appropriate using CPOMS.

- In the first instance, the class teacher deals with incidents in the normal manner, following the 5 stages (see page 9), supporting the Head Teacher when issuing reports to children (reason and objectives of the report). However, if misbehaviour continues, the class teacher may seek help and advice from Senior Management.
- If the class teacher is concerned that a child is being abused (child on child), they must follow the Safeguarding Policy and report this to a Designated Safeguarding Lead immediately.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child (email, phone call or in person).

The Role of Headteacher

- It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Head Teacher is responsible for issuing reports and monitoring a child on report behaviour (alongside the SLT).
- It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy and uses risk assessments when a child's behaviour needs actioning beyond the classroom.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour, including child on child abuse and follows the Safeguarding Policy when dealing with incident that are abusive.
- The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of violence or anti-social behaviour, the Head Teacher may permanently exclude a child (the LA is contacted in an event such this is to be considered).

The Role of Parents/Carers and Partnership with School

For our policy to be effective parents and school need to work in partnership in matters of discipline and parents need to reinforce the school's efforts at home.

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. They must also do their best to encourage their children to develop attitudes and values like self-respect and respect and concern for others. Self-discipline and moral qualities such as truthfulness and honesty should also be encouraged.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the Home-School Agreement and Policy (Appendix 3).
- We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. When teachers' need to speak to or make a parent/carer aware of their child's behaviour, a phone call is made to the relevant adult before the end of the day (if appropriate).
- Some children will have behaviour books that must be checked daily and returned.
- If the school must use reasonable sanctions to reprimand a child, we expect parents and carers to support the actions of the school.

- If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If it still isn't resolved to the parent's satisfaction, the parent should contact the schools Chair of Governor, details of which are on the school's website. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- If a parent/carer is worried about a child and thinks that abuse may be taking place (child on child - see point 2, page 2), this must be reported to school as a matter of urgency.

The Role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.
- Governors may be invited into school if a child requires intervention or a risk assessment. This is so they can support with the action and review process.

3. SCHOOL RULES

Children at The Drive have a basic right to an education that offers them the best opportunity to attain their potential. It is the right of every child at The Drive to have an education without being hindered by others. Our school rules can be summed up in eight simple rules and these are displayed in every classroom.

1. Listen to and follow instructions
2. Be respectful to everyone - treat others how you would like to be treated
3. Always use appropriate language
4. Behave appropriately in the classroom so others are not distracted
5. Do not purposefully inflict pain on anyone.
6. Take care of equipment, the school building and grounds.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We treat all children fairly and apply this behaviour policy in a consistent way.

Although the school rewards good behaviour in various ways, the main reward is positive praise given by adults for a child's good work and effort or impressive behaviour.

The Drive's Values

We feel that the following the COJO RESPECT values are essential to a happy and respectful school.

- Resilience
- Empathy
- Self-Awareness
- Passion and Positivity

- Excellence
- Communication
- Teamwork

4. MANAGING BEHAVIOUR

Rewards - Early Years/KS1/KS2

It is very important that positive aspects of praise and reward should have great emphasis within the school. It is also very important that everyone knows the system in operation, i.e., staff (teaching and non-teaching), children, parents and Governors and it must be adhered to in a consistent manner. We give praise and rewards in a variety of ways:

- Staff verbally praise children
- Staff award DOJO points
- Staff give House Points for sporting achievements
- Each week we hold a 'Shine Awards' where children from each year group are nominated for our RESPECT value awards.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Where a child has achieved something outside of school and this is brought to the teacher's attention, this will be shared where most appropriate e.g., with class, and HT.
- End of Year Shine Awards, where children, parents, carers, and other family members are invited (special invite) to an awards evening where they receive a Shine Award trophy.

DOJO Points

Children can be awarded Dojos linked to The Drive's values: ***Resilience, Empathy, Self-Awareness, Passion and Positivity, Excellence, Communication, Teamwork***

At the end of every term, an assembly is dedicated to awarding children, who have met the class DOJO target, (will vary dependent on cohort) will receive a special prize. DOJO points are reset every term, giving all the children a fresh start!

House Points

Children can achieve house points (usually in teams but can be for individual achievements) for sporting accomplishments and during PE lessons (promoting PE accomplishments) e.g., house games, Sports Days and Intra-sport Competitions. Children in the house with most points at the end of the year will be treated to an outing or a house point party (PE/sport based).

Above all, praise and encouragement will be used as much as possible to encourage all children.

5. PREVENTION STRATEGIES AND SANCTIONS

This section outlines our school's strategies for preventing unacceptable behavior, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behavior in the future.

Positive Teacher-Pupil Relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. Our school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Offering the pupil, a face-saving route out of confrontation, e.g., that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g., *"If you don't return to your seat, I won't help you with your work."* becomes *"If you return to your seat, I can help you with your work"*. *"Don't run!"* becomes *"Walk!"*

Physical resources to support de-escalation may also include the use of:

- Calm Boxes
- Calm Areas in the classrooms
- Well-being Boxes that include breathing techniques and fiddle toys.

Physical Intervention

In line with our school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. The Drive staff are all trained in Positive Handling.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parent will be contacted - parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion and the LA may be consulted.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Isolation Space

When a child behaviour is deemed harmful to others, we may decide to move pupils to a separate room away from other pupils for a limited period - these are known as an isolation space. As a school we will only move pupils to an isolation space where necessary.

6. SANCTIONS

The school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately and consistently for each child and based on individual situations.

In every classroom and learning area, a stage 1,2,3 card is displayed on the wall linked to the first three stages below. A child's name is written on the card to clearly show the stage they are at if the school rules are not being adhered to throughout the day.

Lunchtime supervisors also have a three-stage card and follow the same procedure for lunchtime sanctions. When a child is given a warning, their names are displayed on a whiteboard attached to the garden fence on the yard. If a child is issued their final warning (stage 3) during lunchtime, he/she will be sent in and will start their reflection time and continue it the following lunchtime.

Reflection

If a child gets to stage 3 (flow chart on page 9), they will receive Reflection Time and depending on the behaviour and length of time they must spend in reflection that day, may receive a behaviour letter. The number of minutes a child spends in reflection is generally decided by the class teacher; however, the headteacher/SLT has the right at any time to issue an instant reflection if deemed to be appropriate (severity of the action).

If a letter is issued, it will be clear the reason for the reflection time (linked to the 6 school rules on page 5), and parents/carers will always be given the opportunity to discuss their child's behaviour if they wish to with the class teacher or a member of the SLT.

During Reflection, children will be expected to reflect on their behaviour and discuss this with the staff member on duty.

If a child is displaying unacceptable behaviour, Page 9 outlines the systems in place in which five stages are followed.

Stage 1
Reminder to follow the school rules/demonstrating school values.

Stage 2
Warning

Stage 3
Lunchtime Reflection
Letters (both physical given to the child and emailed) (*appendix 1*) may be issued to parents/carers of children receiving reflection time outlining the reasons for the reflection time.
During reflection time, children will be expected to reflect on their behaviour and discuss this with the staff member on duty.
The Headteacher/SLT has the right at any time to issue an instant reflection if deemed to be appropriate (severity of the action).

Stage 4
3rd Letter issued
At this stage, parents/carers will be invited to a meeting to discuss the next step. **The child will be put on report (*appendix 2*) for a period of time in order for senior staff and parents/carers to track the progress of the child towards acceptable behaviour.** If the report fails to have any impact, the child will be internally excluded in school for up to three days - this is at the Head Teachers discretion.

Stage 5
Exclusion
Where physical or mental harm has been displayed and felt to have put other children or a member of staff at risk (repeated kicking or punching, jumping on someone to cause harm, throwing an item at another to cause harm, biting or dragging someone to the ground, verbal abuse, racist comments etc.), a potential exclusion (for up to 5 days) may be sanctioned.

Other sanctions that may be used are as follows:

- Not being taken on a visit (due to risk) - please ask for our School Trip Policy for more information.
- Not being able to represent the school in team events/attend after school clubs as these are privileges.
- Children, who struggle with unstructured time (lunchtimes/breaktimes), have a timetable tailored to their needs.

In all instances, parents/carers will be informed if any of the above are deemed appropriate.

Fixed Term and Permanent Exclusions:


- We do not wish to exclude any child from school, but sometimes this may be necessary.
- Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head Teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/ carers how to make any such appeal.
- The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

7. MONITORING AND REVIEW

- The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements
- The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- The governing body will pay particular attention to matters of discrimination and child on child abuse or any other behaviours that cause harm (physical, emotional, sexual).
- The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDICES

A - Behaviour Report

<p style="text-align: center;"><u>Weekly Review</u></p> <div style="border: 1px solid black; height: 150px; margin: 10px 0;"></div> <p style="text-align: center;"><u>Next Steps</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">We have had a great week no further action needed</td> <td style="width: 50px;"></td> </tr> <tr> <td style="padding: 2px;">We have had minor incidences leading to another week of report</td> <td></td> </tr> <tr> <td style="padding: 2px;">We have continued with unacceptable behaviour</td> <td></td> </tr> </table>	We have had a great week no further action needed		We have had minor incidences leading to another week of report		We have continued with unacceptable behaviour		<p style="text-align: center;"><u>Behaviour Report</u></p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="border: 1px solid black; height: 130px; margin: 10px 0;"></div>
We have had a great week no further action needed							
We have had minor incidences leading to another week of report							
We have continued with unacceptable behaviour							

	Early Work	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Teacher Comment's	Parent's Comment/Signature
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

B - Behaviour Letter



The Drive Primary School
Mrs R Farren
Head Teacher
The Drive, Felling, Gateshead, Tyne and Wear, NE10 0PY
Tel: (0191) 421 0390
www.thedriveprimary.org



Dear Parent / Carer,

Child's Name:

Behaviour Letter 1 (3 letters in total)

At school today your child's behaviour was unacceptable (Stage 3 of the procedure diagrams for unacceptable behaviour).

Example of unacceptable behaviour here/not following school rules.

As a result of this, your child has had Reflection Time.

We would ask that you discuss with your child appropriate behaviour in school as outlined in the Home School Agreement and Behaviour Policy.

If you would like to come and discuss this matter, don't hesitate to make an appointment to come and see me.

Thank you for your co-operation.

Yours sincerely,

Mrs R Farren
Headteacher





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: *R. Fern*

Signed:

Signed:

Date:

Date:

Date: