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Bispham Drive
Junior School
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Bispham Drive Junior School

Behaviour Policy

September 2024

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy has been created with the following legislation in mind.

[Behaviour and discipline in school](#)

[Equality Act 2010](#)

[Searching, screening and confiscation at school](#)

[Use of reasonable force in school](#)

[Supporting children with medical conditions at school](#)

Created by Mrs A Goetzee

Agreed by governing body – October 2024

Review – September 2025

Bispham Drive Behaviour Policy

At Bispham Drive we believe that all members of the school community – pupils, parents and carers, staff and governors – have a role in promoting and managing an outstanding behaviour culture across the school. In line with our shared D.R.I.V.E. values, as a community we will:

- Have the highest expectations of behaviour and communicate these consistently.
- Promote and model positive, caring attitudes towards everyone.
- Be clear that consequences, both positive and negative, teach us that our actions matter. Receiving a sanction is a child's choice.
- Provide opportunities for children to develop their independence, self discipline, self regulation and sense of responsibility towards themselves and others.
- Behave with respect and be treated with respect.
- Listen and be listened to.
- Have a clear reward system that acknowledges and celebrates positive behaviour where achievements are celebrated and valued.
- Have a clear and consistent approach to unacceptable and disruptive behaviour.
- Ensure the development and progression of pupils with behavioural needs are supported and reviewed regularly with staff and parents/carers.
- Not tolerate bullying, sexism or racism and will manage incidents effectively should they occur.

Providing a safe, supportive and nurturing culture in school

As a community, we have a collective responsibility for promoting and developing the behaviour culture within our school and underpinned by our D.R.I.V.E. values. We all – pupils, parents and carers, staff and governors – accept that our actions matter not only to ourselves but to each other. Everyone has a role to play.

As a school we use both restorative practice (Appendix 1) and trauma informed relational approach (Appendix 2) to support the behaviour culture across school.

Responsibilities of pupils:

- Try to achieve the very best that they can at all times and allow others to do the same.
- Have high expectations for themselves and others.
- To have a positive attitude to their learning.
- To be honest and truthful to both pupils and staff.
- To always treat others with respect, responding politely to peers and staff.
- To cooperate with peers and adults in all aspects of school life.
- To take care of the property and the environment in and around the school.
- To move sensibly and quietly around the school.
- To share in celebrating the achievements of the school's community.
- To accept that sanctions are a choice.

Responsibilities of staff:

- To consistently use policy and procedure to support behaviour.
- To treat children fairly and with respect.
- To use rules, rewards and sanctions clearly and consistently.
- To model positive and caring attitudes and behaviours.
- To show compassion and understanding of individual circumstances.
- To challenge all negative behaviour including bullying, sexism and racism within the school and online, including social media.
- To recognise each child is an individual and ensure communication of positive and negative behaviour takes place.
- To work in partnership with parents and carers to create a support network around pupils.
- To create a safe, stimulating and learner-focused environment.
- To inform the Senco and class teacher of any concerns.

Responsibilities of parents/carers:

- To ensure children attend school regularly and arrive on time and ready to learn each day wearing the correct clothing for the day.
- To support the behaviour policy and the school D.R.I.V.E. values.

- To establish positive and manageable communication with and about the school including on social media. Your first point of contact should always be your child's class teacher who will usually be able to resolve your query quickly.
- To inform the school immediately of the reason for any school absence.
- To inform the school of any important information that may be relevant to the health and emotional well being of their child at the school.
- To show an interest in their child's learning and attend parental meetings and evenings to support their child's educational, social and behavioural development.
- To promote independence and self discipline in their children.
- To support learning at home including homework and reading.
- To join in the celebration of their child's achievements.
- To accept that their child's use of social media and gaming platforms can have a negative impact on the behaviour culture in school and that this might require the school to take action.
- To support the school's decisions around negative and dangerous behaviour in line with this behaviour policy.

Responsibilities of governors:

- To ensure the school manages behaviour in line with national guidelines.
- To ensure hard copies of the behaviour policy are made available to parents/carers on request.
- To ensure the school has procedures in place for dealing with any allegations against staff.
- To ensure that all staff undertake appropriate training.
- To review policies and procedures to ensure they are maintained, reviewed and consistently implemented.
- To celebrate the achievements of the school community and to support it by being visible at school events.

Linked policies:

Child Protection Policy

Anti-bullying Policy

Child on Child Abuse Policy

Manual Handling Policy

Exclusion Policy

Uniform Policy

Our expectations – some examples

These expectations apply to all members of the school community as outlined previously.

D.R.I.V.E values	Examples of acceptable behaviour	Examples of unacceptable behaviour
Determination	<p>Show positive attitudes to learning by engaging with new concepts and ideas.</p> <p>To work as hard as we can in everything that we do.</p> <p>Present ourselves in the correct uniform ready to learn.</p> <p>Have high ambitions for ourselves.</p> <p>Engage straight away with tasks set.</p> <p>Focussing on adults who are giving us instructions.</p> <p>Listen to adults that support us.</p> <p>Caring for the school and its equipment.</p>	<p>Distracting others by calling out, whispering, tapping the table, passing notes, making silly noises, interrupting with irrelevant questions and answers.</p> <p>Not being on task by doing things other than that demanded by a given task.</p> <p>Being negative about learning saying it's boring or you don't see the point.</p> <p>Not following adult instruction.</p> <p>Lacking focus and not making the required effort.</p> <p>Wearing an inappropriate school uniform.</p> <p>Damaging the school environment or the school's equipment.</p>
Resilience	<p>Persevering when a task is challenging.</p> <p>Thinking positively when something goes wrong – what can I learn from it?</p> <p>Begin each school session with an open outlook and attitude.</p> <p>Using a variety of resources to support my learning.</p> <p>Having a go at a task before asking for help.</p> <p>Using available resources to help complete a task.</p> <p>Asking for help when I need it.</p>	<p>Giving up when a task is challenging.</p> <p>Refusing to begin a task.</p> <p>Being negative when things don't go your way.</p> <p>Work avoidance/refusing.</p> <p>Not attempting to start a given task.</p> <p>Sitting doing nothing when a task has been set.</p> <p>Not making use of available resources to help complete a task.</p>
Innovation	<p>Being willing to try out new things.</p> <p>Being an active learner and extending at home what you learn in school.</p> <p>Working cooperatively with others, not just my friends, to complete given tasks.</p> <p>Providing solutions not problems.</p> <p>Being inquisitive and asking relevant questions.</p>	<p>Refusing to engage with new learning and experiences.</p> <p>Discouraging and disparaging those that are trying to find solutions.</p> <p>Having a closed mindset – 'I can't do that'.</p>

<p>Valuing others</p>	<p>Showing respect for adults in school by listening to them and following their instructions - giving eye contact and no interruptions. Responding to questions in a polite way - not interrupting and shouting out.</p> <p>Showing respect for other children - by smiling, speaking politely, offering friendship and showing concern for how others are feeling.</p> <p>Demonstrating good manners - saying please and thank you, holding doors open, letting others go first, sharing a load, apologising when necessary and not interrupting others when they are speaking.</p> <p>Valuing the religious beliefs, cultures and experiences of others.</p> <p>Walk calmly and quietly around school.</p> <p>To not use gaming platforms or social media to hurt others.</p> <p>Respecting the bodies of others - not touching without consent.</p> <p>Respecting other people's property - not touching without consent or deliberately damaging it.</p> <p>Following end of day instructions.</p>	<p>Refusing to work with others.</p> <p>Answering back and being disrespectful to staff.</p> <p>Hurting other children, physically or emotionally.</p> <p>Making fun of or laughing at people sharing their thoughts, experiences and ideas.</p> <p>Not listening when others are speaking in class.</p> <p>Making someone feel frightened or anxious by name calling, making others laugh at them, calling them silly names, threatening them, including on social media and gaming platforms.</p> <p>Touching or grabbing someone without their consent.</p> <p>Deliberately damaging other people's property.</p> <p>Moving around school in a way likely to harm themselves or others.</p>
<p>Empathising - actively</p>	<p>Being a good friend by listening to and encouraging others.</p> <p>Offering help or support to someone who needs it.</p> <p>Being able to recognise and discuss feelings of self and others.</p> <p>Being genuinely interested in experiences of those around them and in the wider world.</p> <p>Helping others to deal with their feelings.</p> <p>Recognising that even when someone has an opposite opinion to you, it is just as valid.</p> <p>Regulating my own behaviour so that it doesn't have a negative impact on others.</p>	<p>Mocking children for their feelings and experiences.</p> <p>Encouraging children to laugh at others.</p> <p>Refusing to help or support others.</p> <p>Repeating things that have been said/heard by others which may cause distress.</p> <p>Mocking children who don't have the most update/on trend possessions.</p> <p>Doing as I please even if it has a negative impact on others.</p>

How we develop an outstanding behaviour culture

There are many ways in which we model and promote an outstanding behaviour culture within the school.

Supporting self esteem	<p>Creating a positive classroom ethos – having three positive interactions to every one negative interaction (3:1 ratio).</p> <p>Regularly notice and praise pupils making positive choices in class and around school.</p> <p>Phrasing situations positively ‘Once you have finished your work, you may go out to play’ rather than ‘You will have to stay in if you don’t finish’.</p> <p>Showing a genuine interest in the lives of others in and outside of school through the use of verbal and non-verbal communication (smile, thumbs up etc).</p> <p>Consistent use of rewards.</p> <p>The sense of being an important part of the school community, connected to its success, is constantly reinforced.</p>
Sharing expectations	<p>Teachers will be consistent with the application of this behaviour policy.</p> <p>Pupils will receive a clear warning linked to a particular behaviour before any sanction is given. This allows an opportunity for the behaviour to change.</p> <p>Pupils are clear about what constitutes acceptable and unacceptable behaviour.</p> <p>Pupils are clear that unacceptable behaviour is a choice and will have a consequence.</p> <p>All actions, positive or negative, have a consequence.</p> <p>Pupils are clear about what the consequences of positive and negative behaviours are.</p> <p>Pupils need to be in control.</p>
Making it easy to make positive behaviour choices	<p>Promoting positive behaviour via in class teaching, assemblies and modelling by all members of the school community.</p> <p>Using prevention strategies such as consciously thinking about and managing cognitive overload, scanning the room, movement, changing activity or seating arrangement, being aware of individual behaviour needs and any plans in place to support them.</p> <p>Making it clear in a quiet and consistent way when behaviour is becoming unacceptable.</p> <p>Shaping behaviour by actively noticing and commenting upon positive behaviours rather than picking out the negative.</p>
Rewarding positive choices	<p>Raffle tickets, Head Teacher Award stickers and weekly HERO are used to reward positive behaviour choices. This can be for being determined, being resilient, being innovative, valuing others and showing empathy. Children will collect points in their D.R.I.V.E. Hero book. Once they have collected 10 points for each category they will be awarded a bronze star followed by silver and gold. Points are meant to be earned by exceptional actions.</p> <p>For example a point could be earned for:</p>

	<ul style="list-style-type: none"> • Consistent achievement in school work • An unprompted act of kindness or to support others • Keeping going after something has not worked out for them • Demonstrating excellent manners at all times • Actions outside of school above what might be expected of positive behaviour and that show our school values in action
Headteacher Awards	If staff feel a piece of work is of exceptional merit they can choose this award. The child will share their work with the Headteacher who will celebrate it with them. This will also earn them a D.R.I.V.E. point.
Whole school rewards	As we recognise that outstanding behaviour is integral with supporting a positive and happy learning environment we will reward those children who exemplify acceptable behaviour each half term. All children with no more than 3 sanction points will receive an afternoon of shared free time with their class.

Sanctioning unacceptable behaviour	<p>Unacceptable behaviour has an impact on everyone and detracts from the positive learning culture we seek to promote in our school.</p> <p>Sanctions will be applied as a consequence of a child exhibiting unacceptable behaviour of a type listed in the section titled - Our expectations. Children know that unacceptable behaviour will receive a sanction and that they will be held responsible for their behaviour. The sanction is therefore a choice for the child.</p> <p>Any child receiving a sanction, other than a warning, will not usually be allowed to represent the school at sporting or other events for at least one session or match. Their place in any squad or team will be reviewed. They will not be allowed to hold positions of responsibility such as being a member of the School Council.</p>
Warnings	<p>As far as it is possible a clear warning will be given by the adult to any child exhibiting unacceptable behaviour. The adult will make it clear what is seen as unacceptable about a particular behaviour.</p> <p>A warning is removed at the end of either a morning or afternoon session however they will be logged and tracked to ensure that low level disruption is not persistent.</p> <p>Should a child receive lots of warnings parents will be informed.</p>
Yellow Cards	<p>A yellow card will be issued if unacceptable behaviour continues within the same morning or afternoon session that a warning was given.</p> <p>Once given a yellow card it cannot be rescinded.</p> <p>A yellow card results in the loss of a full break time in a detention supervised by a member of SLT in the main school hall.</p> <p>Yellow cards will be logged on the Trackit Light system used in class.</p> <p>A yellow card counts as a single sanction point.</p> <p>Yellow cards may be given without warning if there is perceived to be</p>

	<p>deliberate intent e.g. standing up and shouting during a lesson. Parents will be informed of the issuing of yellow cards via Weduc. Two yellow cards in one session will be treated as a red card.</p>
Two yellow cards in one week	<p>Two yellow cards issued in one school week will result in parents being invited to discuss their child's behaviour either face to face or by a phone call. The aim of this meeting will be to see if further support or education needs to be put in place to enable a child to meet high expectations of behaviour. This may include the use of a behaviour log.</p>
Red Cards	<p>A warning will not usually be given before a red card is given due to the severity of the actions that will prompt it. These include:</p> <p>Physical violence to a child or adult. This includes behaviours such as hitting, pushing, slapping and other physical contact motivated by anger or aggression.</p> <p>Verbal violence to a child or adult. This includes swearing, threats, racist language, homophobic language and threatening or upsetting taunts motivated by anger or aggression or by deliberate intent.</p> <p>Theft of the property of either the school or individual.</p> <p>Intentional damage to school property or the property and clothing of another adult or child.</p> <p>Reflective sheet completed</p> <p>A red card will result in the loss of an entire lunchtime play. A red card may lead to other restrictions being put in place. A red card counts as two sanction points. Parents will be informed of the issuing of red cards via Weduc.</p>
Two red cards in one half term	<p>Where there are repeated sanctions within a half term then the class teacher will place a child on a behaviour log. This log will be shared with parents each week and will note behaviour both positive and negative. There will be a clear and specific set of sanctions for unacceptable behaviour. The log will remain in place until the child demonstrates acceptable behaviour, at all times, for a minimum of 2 weeks.</p>
Suspension or exclusion	<p>In the case of extreme poor behaviour then suspension or exclusion may be considered. See school Exclusion Policy for details of how this will be managed, this is available from the school office.</p>
Lunchtime behaviour	<p>Our midday supervisors have the same high expectations of behaviour as other school staff. Any incidents of unacceptable behaviour will be referred to the senior midday supervisor who will decide if a sanction is to</p>

	<p>be applied in line with this policy. Should behaviour be deemed to demand a red card then a member of SLT will be called to support any investigation.</p>
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<p>Prohibited items</p>	<p>We promote a calm and safe learning environment and expect our whole school community to support this. We recognise that certain items can have a detrimental effect on this.</p> <p>While we assume children will not bring prohibited items into school we must have a procedure in place should this occur.</p> <p>Prohibited items include:</p> <ul style="list-style-type: none"> ● Phones or other devices ● Knives or weapons ● Stolen items ● Tobacco and cigarette papers ● e-cigarettes/vapes ● Fireworks ● Pornographic images ● Any item that may offend or harm an individual or cause damage to school property <p>Should we suspect a child possesses such items then we will contact parents or carers and ask them to come to school to search their child's possessions.</p> <p>Should a parent or carer be unable or unwilling to do this then we will ask them to delegate the power to do this to school.</p> <p>Should a parent or carer do neither of the above things then school reserves the right to suspend a child until the matter can be resolved.</p> <p>The school reserves the right to involve outside agencies such as social services or the police should they feel this is warranted.</p>
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How we support individual pupils with additional needs

At Bispham Drive we understand that children with specific additional needs may require further support to achieve outstanding behaviour.

To ensure equity we will support these children in a number of ways, including:

- Using a monitoring log to identify patterns or trigger points
- Meeting with parents and carers to look for areas of need around behaviour
- Setting individual behaviour targets driven by need
- Exemplifying expectations in a clear and unambiguous way

- Organising regular meetings with a key worker to review progress around behaviour
- Celebrating success more frequently than half termly behaviour rewards

How we act in partnership with parents/carers

At Bispham Drive we understand that outstanding behaviour is only achievable if staff, parents and carers work together in a mutually accepted atmosphere of trust.

We ask all parents to read and understand how behaviour is supported in the school and to accept and support our decisions.

Parents will be able to use the D.R.I.V.E. Hero book to see the positive rewards their children receive.

Parents will receive an email regarding any sanctioned incidents of unacceptable behaviour so that these can be discussed with their child. This information will also enable parents to monitor any changes or patterns in this behaviour so that, should a more serious sanction be deemed necessary, it will not come as a surprise.

Where a behaviour log is to be implemented a meeting or phone call will take place between the class teacher and the parent or carer. This will enable them to understand why a behaviour log is deemed necessary. Copies of behaviour logs will be sent home each week so that positive behaviour can be celebrated and unacceptable behaviour can be discussed to prevent further occurrences.

Controlling risky behaviours and the use of force

We are committed to having a calm and safe environment around school that also minimises the risk of incidents occurring which may require the use of reasonable force. We also promote acceptable behaviour and self regulation for our pupils.

On rare occasions it may be necessary for staff to intervene to handle a child to prevent injury to that child or to others. This will only be used as a last resort, in order to de-escalate a situation and to try and avoid a crisis point being reached.

Before any intervention occurs staff will have tried a number of techniques including distraction to avoid it.

Interventions will usually only be carried out by trained staff. The exception to this would be if a situation demanded immediate action to keep the child or others safe.

Should an intervention take place parents and carers will be informed and it will be recorded on the school handling register. A risk assessment will be completed to assess the need to put a safety plan in place to avoid further incidents.

Unacceptable behaviour beyond the school gate

While the school and its staff can only support behaviour within the grounds and during normal school hours, the increase in use of social media and gaming platforms means we have to consider how this impacts on the culture in school.

We have regular reports of unacceptable behaviour across these media and this does impact on behaviour and learning in school.

School staff will inform parents and carers of any incidents reported and ask them to talk to their child about it. We encourage dialogue between home and school so that we can support the children in their use of these media and ensure that they are safe.

If we deem that a child's use of social media poses a safeguarding risk to that child or others then school staff will contact the relevant authorities, social services and even the police. This will enable us to ensure that children and staff are safe.

We will also contact parents if unacceptable behaviour is reported by our pupils on their journeys to and from school and it will be made clear that this reflects poorly on the school and its reputation.

Restorative Approach to Behaviour Management

At Bispham Drive we expect good behaviour but accept that, at times, the behaviour of a few can fall short of our expectations. We adopt a restorative approach for the resolution of any issues or incidents. Where appropriate and particularly in cases of 'relational conflict' or what might also be referred to as arguments and disagreements between children, we adopt a restorative approach to resolving the issue. The following information will help you understand how the process works.

Restorative approaches are well established and well researched, proven to resolve conflict and repair harm. They encourage those that have caused harm to acknowledge the impact of what they have done and give them the opportunity to make reparation. They offer those who have suffered harm the opportunity to have that harm acknowledged and for amends to be made.

The process is that of a managed conversation where the incident is discussed using a prescribed set of questions and supervised by an adult. All parties are heard and listened to; an understanding is reached about what has taken place.

In our experience children do not often understand the impact of their behaviour on others and this educational process enables them to see this and change their behaviour which has a long term benefit to all. The process also empowers children, giving them a voice and involvement in the solution process. All children must agree to take part for this to work and no child will ever simply be forced to apologise as this detracts from the power of the approach.

Restorative approaches may be used alongside direct sanctions, details of which can be found later in this document.

Appendix 2

A trauma informed relational approach to support positive behaviour

At Bispham Drive we understand that positive and negative behaviours can be a reflection of the emotions being experienced by a pupil. We recognise that negative behaviours can be a manifestation of a number of other underlying issues. Repeated sanctions for repeated behaviours may not resolve an issue.



While we have sanctions in school, we also know it is important to give validation to the genuine emotions being experienced by a pupil. We then use a solution focussed approach to help a child understand their emotions and behaviours. While setting clear boundaries around expected behaviour we also aim to enable a pupil to self regulate their emotions and prevent negative behaviours becoming regular and long lasting. Support may include emotion coaching and the use of the P.A.C.E. (playfulness, acceptance, curiosity and empathy) approach developed by Dr. Dan Hughes, clinical psychologist. The use of these will be discussed with parents/carers before they are implemented.