



Corporation Road Community Primary School

Behaviour Policy (September 2017)

To be approved by the Governing Body

Date

Signed

Chair of Governors: Val Johnston

Date: September 2018

To be reviewed: September 2019



*Our job is to teach the **PUPILS** we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now.
ALL of them*

‘Corporation Road is a community that nurtures and supports every child; that empowers every member to achieve their full potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.’

1. Expected behaviours - Structure of the school day

It is a policy that relies on:

- Total supervision and staff that model appropriate behaviours.
- Very high standards and expectations.
- Consistency.

8.45 am: First bell- ALL teachers on playground.

8.50 am: Second bell- Children line up.

Insist on straight, quiet lines before moving.

Children enter school building with their class teacher.

Support staff will monitor the outside doors ready for the third bell.

- Classes 5, 6 and 7 enter school through their classroom door that opens onto the playground.
- Classes 8, 9 and 10 will line up and enter school by the ramp or the steps.
- Children will line up in the hall outside of their classroom door and wait quietly.
- The corridor will be supervised by support staff as the children hang up their coats.
- Class 11 enters school through the side door next to their classroom.
- Classes 12, 14, 15 and 16 enter school via the ramp at the entrance to Key stage 2.
- Children will line up at their classroom door.
- One member of staff will supervise the outside door whilst one member of staff will cover the toilet and cloakroom area.

8:55 am: Third bell- the doors into school are closed.

Children arriving at school after the third bell once the doors are shut must enter school through the main office. Their parents must complete the late book giving a reason for their lateness and the child will take a late token to class.

Assembly:

- Children will enter the hall without talking.
- Walking smartly, hands by side.
- Children stand in hall before they sit (personal space)
- ALL teachers attend assembly (except when completing must-moves, or when advised).
- Full width lines.
- Staff will model expected assembly behaviour and supervise the behaviour of their class.
- Smartest lines exit first.

Morning Playtime:

Children must not enter the playground area unless a member of staff is present on the playground.

- 2 teachers and 2 support staff on duty each day. Following the bell playground staff will be outside immediately.

- Children will go to the toilet on their way out to the playground.
- No child allowed back inside to the toilet once on playground.
- KS1 will be toileted 5 minutes before bell. **Children must be supervised by teachers and support staff.**
- Years 4-6. One member of staff will immediately supervise key stage 2 toilets.
- All staff must escort their class through the cloakrooms and onto playground.
- At the end of playtime the whistle will be blown. All children will stand still and show 10 (two hands raised). The teacher on duty will count down slowly from ten and pupils will take a breath on each count.
- Children will then walk quietly to their lines. When their line is straight and quiet teachers will escort the children into class.

Lunchtime:

- **Support Staff leave the classrooms at 12:00 for their lunch**
- KS1. 12:30 ALL KS1 teachers take classes into dining hall. Children will walk in smart, quiet lines. Once their children are settled they may leave the dining hall.
- Yr 3. Teachers supervise children through toilets and onto playground. **Children must be supervised**
- Years 4-6. One member of support staff will immediately supervise key stage 2 toilets.
- All staff must escort their class through the cloakrooms and onto playground.
- At the end of lunchtime, the whistle will be blown. All children will stand still and show 10 (two hands raised). The teacher on duty will count down slowly from ten and pupils will take a breath on each count.
- Children will then walk quietly to their lines. When their line is straight and quiet teachers will escort the children into class.

Dining hall

- On the playground one support staff to be responsible for lining the children up and taking them into dining hall:
- Whistle blown for specific class, children line up with the card holder at the ramp **The supervising member of staff will walk the children to the dining hall. Children will walk smartly and quietly.**
- Once their children are settled they will leave the dining hall and return to the playground to collect the next class.
- If children require toilets once on playground, they are allowed to use the dining hall toilets.
- 1:25pm: teachers onto yard.

3.15pm

- Teachers to escort children onto playground and make themselves available for parents/carers as necessary.

Attention Commands

SHOW ME FIVE

Children hold up their hand immediately to show 5.

1. **Stop**
2. **Look**
3. **Listen**
4. **Quiet**
5. **Ready to go**

Show me 5 posters displayed in every classroom and across school

2. Rewards

A successful system is based on positive values, which are successfully communicated to the children.

Praise.

- The most important factor of all.
 - Use specific praise wherever possible and include the child's name.
 - Non-verbal praise is equally as effective, i.e. a thumbs or a smile etc.
 - Notice children doing the right thing (manners, good citizen, etc.)
 - Notice and acknowledge genuine effort, also inform parents / carers of positive achievements.
 - Use the postcards available from the office to send a good news message home.
 - Send home a Marvellous Me message
-
- All staff will have a supply of stickers to award as necessary. Alongside this all staff will have a supply of 'ask me about' stickers.
 - Good citizen awards and 'what I have done to make me feel proud' certificates are presented in Friday's celebration assembly. From these awards the Headteacher selects children to receive the weekly prizes, e.g. Sainsbury's fruit pot etc.
 - All classes will display the school behaviour ladder. Children will move themselves up and down the ladder under the direction of the teacher. Children who climb up the ladder will receive bronze (1) silver (2) or gold (3) house points.
 - House points can be given to individuals showing good citizenship, positive role models, good manners, positive behaviours, good work, achievement, have a go attitude, being brave, being honest, being kind
 - Whole school points system. Houses and house points. Each 1/2 term the winning house receives a trophy and treat. The 'runner up' house receives a treat.
 - **Rainbow table**
Each teacher can select a child based on good behaviour. This child can then sit at the special 'Rainbow table' and chose a friend to sit with. This is a daily award to promote positive attitudes and behaviour.

Weekly attendance awards.

- The class with the highest percentage of attendance are awarded a certificate in the Friday celebration assembly. This class also receives an hour session of free choice i.e. a games session, colouring, iPads etc.
- Children who arrive at school on time and attend school each day will receive a raffle ticket from the teacher at the end of the week. The winning ticket is drawn by the teacher and the winner selects a prize from the headteacher.

3. Consequences

Tracking sheet and ladder system

- All children will be logged on the tracking sheet whenever they display inappropriate or unacceptable behaviour. The child, under the direction of the teacher, will move themselves up and down the ladder thereby promoting ownership of their own behaviour.
- Is also a means of reinforcing good behaviour.
- After a child has received and completed a consequence they will return to the start position on the ladder. This will encourage the child to reflect upon their behaviour and allow for a fresh start.

'Friendly warning' and 'warning'

- Friendly warning. This is an opportunity to acknowledge that the child is close to receiving a warning.
- Warning- be explicit e.g. you have chosen a warning because.....

Reflection table in class

- The language of choice should be used.
- During time out children follow the set procedure.

You must not:

- talk
- disturb people
- leave your seat

You must:

- work in silence and complete your work
 - The length of time out should be 15 minutes for KS1 and 30 minutes for KS2 or this can be shortened or extended dependent upon the child's attitude.
 - Following the time out incident the teacher will encourage the child to discuss the incident using a restorative approach.
- return to class only when told

Time out in other class.

- The child will be escorted to the identified class by an adult.
- The adult will briefly explain the reason for the exclusion from class.
- One hour's work will be sent with the child.
- Receiving staff will not reprimand further.
- If the child continues to be disruptive a further consequence may be delivered, i.e. an intervention from the Leadership team.

- Two consequences cannot be given for same incident i.e. time out followed by a detention.
- **Following the time out period a restorative conversation will take place following the school restorative script.**

Leadership Team Intervention

- The child will not be sent to a member of the leadership team by him/herself.
- Children brought to senior staff must have work provided for them.
 - It is the teacher's responsibility to inform parents of any consequence the child has received including the cause and possible concerns regarding behaviour.
 - If the child has been physically restrained parents will be informed by one of the senior Leadership team.
- Letter sent home to parents/carers. *See appendix*

Lunchtime Reflection and time out in another class

Caution: It should not become an arbitrary punishment, simply to provide a quick solution; children will become more disillusioned and negative. Alternative solutions should have been explored.

Types of behaviour that warrant a lunchtime reflection:

- Direct Refusal e.g. to Time Out, to complete work, to follow an instruction. Do not tell a child that they have been given a detention after they have refused, without telling them of your intention beforehand.
"Can I remind you that if you refuse to go to Time Out in another classroom again, you will be choosing a lunchtime reflection and time out in another class for the afternoon (detention)."
- Swearing. Staff must have heard it themselves.
- Hurting other children. Staff must have seen it themselves.
- Non-verbal insulting, gestures.
- Vandalism of school and other people's property.
- Fighting or rough play.
- Children inside of school without permission during playtime and lunchtime.

On a timetabled basis the lunchtime reflection will be staffed by:

Teachers - Children are to be taken by an adult to the member of staff on duty. Children will complete the lunchtime reflection and then spend the afternoon in another class. The SLT will choose the location. It is the class teacher's responsibility to provide work for the afternoon for the child.

Rules of Lunchtime Reflection and time out in another class (children)

- Children will sit quietly.
- Children will complete a reflection sheet.
- Opportunity for a restorative approach, using the staff restorative prompt sheet, to address the negative behaviour.
- Staff will take children to the dining hall in silence for lunch at:
 - 1:00pm (no earlier)

Rules (staff)

- No child ever faces more than one detention (i.e. not banked/racked/multiple lunchtime reflections and time out in another class)
- It is for more serious incidents only, as listed above. NOT for persistent tracking sheet type behaviours.
- Member of staff must escort child to the designated room with a lunchtime reflection staff monitoring sheet.
- The member of staff who gave the detention must log the detention on CPOMS
- Staff must be on time.
- A letter is posted home following each lunchtime reflection, explaining the reason, and attached to it is the child's reflection sheet. *See template letter.*
- All the master copies will be kept in the *Lunchtime reflections file*.
- Do not write on master copies.
- Ensure there are enough copies remaining for the next staff.

It is the class teacher's responsibility to track the number of lunchtime reflections and time out in another class the children within their class receive. If a child completes 3 lunchtime reflections a letter must be sent home (repeated lunchtime reflections letter).

If the child completes a further lunch time reflection and time out in another class then the class teacher/ SLT must inform Mrs. Pringleton so she can address the issue with parents.

Internal Exclusion

This is aimed at eradicating some of the worst behaviours, such as:

- Verbal and physical abuse, to children and staff.
- Bullying, particularly following a warning.
- Absconding from school.
- Incremental inappropriate behaviour, at the discretion of the Headteacher.

Procedures

- Children will sit at a table outside the Headteacher or senior teacher's offices.
- Children will bring work for the day provided by the class teacher and it is the class teacher's responsibility to mark the work on the child's return
- The children are isolated from peers.
- The time spent in internal exclusion is decided by the Headteacher or senior Leadership team depending on the severity of the behaviour.
- There will be no break times and the child will be escorted to lunch by a member of the Leadership team and supervised throughout.
- The child will work in silence.

Exclusion:

- Always at the discretion of Leadership team.
- The six day rule now applies and Local Authority guidance will be followed.
- During the first five days of any fixed-term exclusion or a permanent exclusion, the school will try to arrange an alternative education placement for the excluded pupil.
- Where it is not possible, or appropriate, to arrange alternative provision during the first five school days of an exclusion, school will take reasonable steps to set and mark work for pupils.
- Work provided will be accessible and achievable by pupils outside of school. It is important for school to help minimise the disruption that exclusion can cause to a pupil's education.
- Whilst the statutory duty on Local Authorities is to provide full-time education from the sixth day of an exclusion, there is an obvious benefit in starting this provision as soon as possible.

- For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age (for example; home tutoring, a pupil referral unit or online studies).
- This provision must begin no later than the sixth day of the exclusion.
- For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil, again of compulsory school age, to begin no later than the sixth day of the exclusion.
- In addition, where a pupil has a Statement of Special Educational Needs or Education Health Care Plan the Local Authority has a duty to ensure that an appropriate full-time placement is identified in consultation with the parents.

Break times and Lunchtimes

Inappropriate behaviour on the yard during break times and lunchtimes; this will be addressed by the staff on duty. Children who choose to behave inappropriately will be given friendly warnings. If the child chooses to ignore these they will have 'time out' standing with the member of staff on duty or standing against a wall away from their peers.

4. Dealing with Appropriate and Inappropriate Behaviour

- Always be consistent and fair.
- Children will always behave more appropriately when they are interested and engaged. This is true for the classroom and the playground.
- Rewarding good behaviour and effort is the most effective aspect of any behaviour policy.
- Physical restraint should be a last resort. Please refer to the Positive Handling policy for procedures.
- Refer to the behaviour, not the child.
- Remain calm and assertive with parents/carers. Even an engaged parent can become disillusioned when they feel the blame is passed on to them.
- Tasks appropriate to a misdemeanour (after a calming down period) are beneficial in reinforcing the expected behaviour. E.g. tidying a classroom after throwing items around, jobs for a member of staff following rudeness etc.
- We are a restorative school and opportunities to resolve incidents through a restorative conversation should always be attempted. This could be during or following the incident depending on the emotional state of the children involved.
- The following restorative script will be used.
 - What happened?
 - What were you thinking at the time?
 - What do you think about it now?
 - Who has been affected by what has happened- in what way?
 - What do you think needs to happen to make things right?
 - How could you make sure this doesn't happen again?
- Movement, particularly vertical (e.g. skipping) is very good at engaging the brain and enabling children to concentrate. So is drinking water. So are logic and other challenging puzzles.
- Always present the negative consequence as their choice.

PSHCE Curriculum

Citizenship and Economic Wellbeing	Relationships Education / Growing Up	Healthy Lifestyles	Staying Safe
Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement
School Rules	My Body	Needle Safety	Stranger Danger
Respect	Daily Routine	Sun Safety	People who can help me?
Honesty	Families and Care	Dental Hygiene	Road Safety
Responsibility	Same and Different	Managing Feelings	First Aid
Money Matters	Friendships	Diet & Exercise -	Risk Taking
Environment	Tummy Bugs & Butterflies	Body Image	Hazards
What is Community?	Bullying / Teasing	Personal Hygiene / Germ Spreading	Fire Safety
Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...

6. Appendices – useful resources

- Behaviour ladder
- Behaviour tracking sheet
- Reflection prompt sheet
- Movement around school procedures
- Lunchtime reflection sheet
- Lunchtime reflection -staff monitoring diary.
- Internal Exclusion monitoring diary
- EYFS behaviour sheets.
- Lunchtime Reflection - letter to parents
- Internal Exclusion- letter to parents.
- Repeated Lunchtime Reflections - letter to parents.
- Leadership intervention- letter to parents.

Behaviour ladder

HEADTEACHER

GOLD

SILVER

BRONZE

START

WARNING

REFLECTION TABLE

TIME OUT IN OTHER CLASS

LUNCHTIME DETENTION

HEADTEACHER

Behaviour Tracking Sheet for Class: Week beginning:

[illegible]

Key: W = Warning, RT = Reflection Table, TO = Time Out in Other Class, D = Detention, LT = Leadership Team

Reflection Table

You **must not**:

- talk
- disturb people
- leave your seat

You **must**:

- work in silence and complete your work
- return to class when told

Movement Around School

- Be settled before setting off
- Walk quietly and sensibly
- Hold the door for others to pass through and say 'thank you'
- Walk to the left hand side of the corridor

Lunchtime Reflection – Reflection Sheet



Name _____

Date _____

What happened?

What were you thinking at the time?

What do you think about it now?

Who has been affected by what has happened?

What do you think needs to happen to make things right?

How can you make sure this doesn't happen again?

Lunchtime Reflection – staff monitoring diary

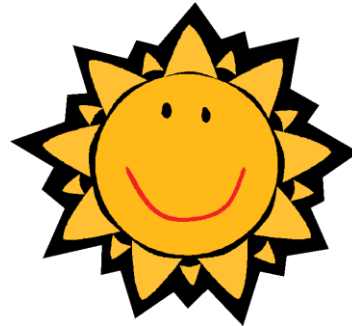
[illegible]

Internal Exclusion – monitoring diary

[illegible]

Cloud, Sunshine and Rainbow

All children start session on the sunshine.



If a child has done the 'right thing', they are moved to the rainbow and are given a sticker or a stamp.



If a child chooses not to do the 'right thing', they are given a warning and moved to the cloud.



Thunder cloud

If they are warned again, they are given time out.



Time Out



Children are to sit on the 'thinking spot' and the timer is turned over when the child is sat appropriately on the spot. Only communicate with the child to tell them why they are on the thinking spot, or to ask them to sit on it. Once the child has completed the time on the thinking spot, their picture is moved back onto the sunshine to start again.

Do not praise the child for sitting on the thinking spot, praise them as soon as possible for anything (however simple) they do right following their time on the 'thinking spot.'

Children can be placed straight on the thinking spot for extreme inappropriate behaviour, i.e. kicking, hitting, spitting, scratching, biting or swearing.

Children can be moved from the rainbow to the cloud and the cloud to the rainbow in appropriate circumstances.





Corporation Road, Darlington, DL3 6AR

www.corporationroadschool.co.uk

Telephone: 01325 244940 Fax: 01325 376702 Email: admin@corporationroad.darlington.sch.uk
Headteacher: Ann Pringleton Deputy Headteacher: Dominic Colley Assistant Headteacher Pam Sayer

Lunchtime Reflection

Date:

Dear Parent / Carer,

Unfortunately, through his/her behaviour today has chosen a
'Lunchtime Reflection'. The inappropriate behaviour he/she has shown includes:

.....
.....
.....

'Lunchtime Reflection' means your child sits quietly with a teacher for half an hour. During that time, your child is asked to complete a 'Reflection' sheet which gives them the opportunity to think about the behaviour which resulted in the lunchtime detention. This sheet is attached for your reference.

The number of times a child **'Lunchtime Reflection'** is monitored. If your child continues to choose this period of time out, because of their inappropriate behaviour, you will be asked to come into school to discuss this with me.

If you would like to discuss your child's behaviour with me, please contact the office to make an appointment.

Yours faithfully,

Ann Pringleton
Headteacher



Corporation Road, Darlington, DL3 6AR

www.corporationroadschool.co.uk

Telephone: 01325 244940 Fax: 01325 376702 Email: admin@corporationroad.darlington.sch.uk
Headteacher: Ann Pringleton Deputy Headteacher: Dominic Colley Assistant Headteacher Pam Sayer

Internal Exclusion

Date:

Dear Parent / Carer,

Unfortunately, through his/her behaviour today, your child has chosen to be placed in Internal Exclusion for day/s. This will be extended if they misbehave during the exclusion.

The inappropriate behaviour he/she has shown includes
.....
.....

The Internal Exclusion takes place outside my room between 9.30 am – 3.30 pm. Please make sure that your child is not on the school site before or after these times. Please use the main entrance to drop off and collect your child.

Your child will work supervised, quietly all day, away from his/her friends and take their dinner outside of my room.

If you would like to discuss your child's behaviour with me, please contact the office to make an appointment.

Yours faithfully,

Ann Pringleton
Headteacher



Corporation Road, Darlington, DL3 6AR

www.corporationroadschool.co.uk

Telephone: 01325 244940 Fax: 01325 376702 Email: admin@corporationroad.darlington.sch.uk
Headteacher: Ann Pringleton Deputy Headteacher: Dominic Colley Assistant Headteacher Pam Sayer

Lunchtime Reflection

Date:

Dear Parent / Carer,

I have been monitoring the number of times your child has chosen '***Lunchtime Reflection***'

Unfortunately, over the last half term your child has been given '***Lunchtime Reflection***' on occasions.

The inappropriate behaviour he/she has shown includes
.....
.....

If your child continues to choose a '***Lunchtime Reflection***' once more, I will invite you into school to discuss this further.

Yours faithfully,

Ann Pringleton
Headteacher



Corporation Road, Darlington, DL3 6AR

www.corporationroadschool.co.uk

Telephone: 01325 244940 Fax: 01325 376702 Email: admin@corporationroad.darlington.sch.uk

Headteacher: Ann Pringleton Deputy Headteacher: Dominic Colley Assistant Headteacher Pam Sayer

Leadership Team Intervention

Date:

Dear Parent / Carer,

In order to maintain the very high standards of behaviour the children, parents and staff expect in our school, all staff follow our whole school behaviour policy.

Unfortunately, today your child was given friendly warnings, given 'Time Out A' and 'Time out B' and was then sent to me.

The inappropriate behaviour he/she has shown includes

.....

.....

I know you would want to know if this happens again and if it does, I will invite you into school to discuss this further.

Yours faithfully,

Ann Pringleton
Headteacher