



# **Corporation Road Community Primary School**

## **Behaviour Policy (September 2020)**

**Approved by the Governing Body**

**Chair of Governors: Chris Archer**

**Date: October 2020**

**To be reviewed: October 2021**



*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 school 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.’*

## 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.

**8.30 am – Nursery and Year 5 and 6. Late at – 8:40am**

**8:45am – Reception, Year 1 and 2. Late at – 8:55am**

**9:00am - Year 3 and 4. Late at – 9:10am**

Teachers meet children on the playground / designated areas.

**Insist on straight, quiet, socially distanced lines before moving. When moving keep the space and follow the guidelines e.g. one way system.**

Children enter school building with their class teacher.

- 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 using Bartlett Street rear entrances.
- Nursery, Reception, Class 11 and 12 enters school through the side door Wilkes Street car park.
- Classes 15 and 16 enter school through their classroom door

### **Lates**

Children arriving at school lates, once the doors are shut children must:

Buzz the office to be let into the playground and be met by a member of staff.

Nursery and Reception, Year 3 and 4 enter school through the main office.

Their parents must give a reason for their lateness and the child will take a late token to class.

Year 1, 2, 5 and 6 will knock on the classroom door and enter through this door- they must be marked as late in the register.

### **Assembly:**

**Temporarily suspended due to Covid -19 restrictions.**

- 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.**

1. Three members of staff on duty each day. Following the bell other members of staff will be outside immediately.
2. The hand bell will ring and the children will stop.
3. They will show their hands ready for count down.
4. A member of staff will lead the count down and the children will count down from ten with their fingers.
5. Children will then be directed to their lines.

**Covid- 19. New rotas in place for toileting and handwashing.**

**Class teachers are supervising their own classes.**

**Teachers are wiping down touch points within the toilets with anti-virus spray**

- 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:

**Covid- 19. New rotas in place for lunchtimes- see detailed risk assessment.**

### 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

**Covid – 19: Staff to sanitise hands as entering the dining hall.**

**Children sanitise their hands as they leave the dining hall.**

**Staff on duty within the dining hall must change their gloves in-between serving different year group bubbles.**

- 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.

### End of Day Procedures

**Covid – 19 - New rotas in place to stagger the beginning and end of the day for each social bubble. See details within the risk assessment.**

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**

## Mental Health and Wellbeing

At Corporation Road Community Primary School, all staff are committed to making a difference to the lives and expectations of, 'all the children, all the time'. Our aim is to equip our children with the skills they need to fulfil their full potential as they develop into adults. We have a strong and distinctive sense of purpose, high quality planning and delivery, a collective ethos shared by all staff and a stubborn refusal to allow the socio-economic or diverse ethnic background of our pupils to become an obstacle to their success. This in turn, places our children and the staff's wellbeing at the heart of everything we do. (Refer to Mental Health and Wellbeing Policy).

## 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 or Seesaw 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. Stickers in books.

Good citizen awards and 'what I have done to make me feel proud' certificates are presented in class during Covid- 19 – emails are sent to the Headteacher with children's names so a child can be chosen for a headteacher prize. 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.

Covid- 19 - Colour groups for house points. Children will collect house points and they will be counted each week to determine the winning team.

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

**Suspended in light of Covid- 19:** 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 –**

**Friday good manners-** children chosen by their class teacher (6 children – two adults) for their good manners to eat with their class teacher on a rota basis.

### **Rainbow table - suspended in light of Covid-19**

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 and an extra playtime on a Friday.**

**Raffle tickets will still be awarded and prizes will be distributed.**

**Weekly attendance awards. Suspended in the light of covid-19**

The class with the highest percentage of attendance are awarded a certificate in the Monday 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.



## 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.
- This 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 (Time out A then Time out B again will be within the classroom in light of Covid-19. Time out chairs- A and B)**

**Time out A and B are to be logged on CPOMS.**

- 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
- return to class only when told

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.

**Time out in other class. Suspended in light of Covid-19- Time out B within the classroom.**

- 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

**Following the time out period, a restorative conversation will take place following the school restorative script.**

**Leadership Team Intervention in light of Covid-19. Email the office / leadership team, name of the child and the incident. It is still the class teacher's responsibility to inform the parents of the incident at the end of the day.**

#### **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*

#### **Covid-19 Unacceptable behaviours include:**

**Failure to follow the Government guidelines regarding hygiene during the Covid-19 pandemic.**

#### **Unacceptable behaviours include:**

- Swearing
- Refusal to comply to a staff request
- Bullying
- Physical assault towards peers and / or staff
- Verbal abuse towards peers and / or staff
- Inappropriate comments including racist/sexist and LGBTQ+ remarks
- Vandalism of property

#### **Suspended due to Covid-19**

If pupils have more than three 'tracks' on the behaviour tracking sheet (each term) they will forfeit their chance to attend the half termly / termly 'Amazing Adventure'.

## **AMAZING ADVENTURE EVENTS**

There will be a selection of Amazing Adventures for staff to consider each half term or termly. For example;

- Autumnal picnic , kite making and flying kites in the park
- School sleepover
- Pyjamas and film
- Easter egg decorations and egg hunt
- House sports and ice cream van
- Saltburn
- Cinema trip

If a pupil continues to display the above behaviours, a meeting will be held between parents, pupil and a member of SLT. This could lead to the pupil going home for lunch, an internal isolation, parent support in the classroom, fixed term exclusion or a personal behaviour plan. It is the class teacher's responsibility to track the number of tracked incidents of the children within their class. If a child is tracked 3 times this will be addressed by SLT and a meeting will be held 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:**

**Covid-19 spitting or coughing or sneezing deliberately at a member of staff or another child will result in exclusion. Time limited at the discretion of the Headteacher.**

## **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.

## *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

## *Appendices – useful resources*

- Behaviour ladder
- Behaviour tracking sheet
- Reflection prompt sheet
- Movement around school procedures
- Friday reflection sheet
- Friday 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, TO = Time Out A, TO = Time Out B, 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

## Internal Exclusion – monitoring diary

NAME	DATE	REASON

## **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 circumstance





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Headteacher: Ann Pringleton

Deputy Headteacher: Gareth McManus 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



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Deputy Headteacher: Gareth McManus 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 a member of the leadership team.

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

