



Corporation Road Primary School
Behaviour Policy

Policy Version Control	
Policy type	School Based Policy
Policy prepared by (name and delegation)	Charlie Johnson Acting Headteacher
Last review date	Autumn 2025
Description of changes	Added section on internal exclusion
Date of LGB approval	Autumn 2025
Date released	Autumn 2025
Next review date	Autumn 2026

Overview

We aim to be the best school that we can be, for all of the children attending Corporation Road, where children get what they need, not what they 'deserve'. We can achieve this through a bedrock of kindness and strong relationships across school. Strong and trusting relationships between children and staff are key in the realisation of this policy.

Our motto, 'Work Hard, Be Kind' encompasses everything that we aim to achieve through school. We instill our six virtues through policies, curriculum and every day practice. Together, these make up our code of conduct.

Routines

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have some clear routines and expectations at the centre of our behaviour approach – setting the tone from the second that the children and families arrive at school.

These consistent routines and expectations are:

- Consistent arrivals (Detailed in appendix 1)
- Lining up & moving around school (Detailed in appendix 1)
- Consistent adult language and approach to behaviour
- Pause, Signal, Insist to gain attention (Detailed in appendix 1)

Rewards

Children like rewards and adults enjoy giving them, but they must be well timed, appropriately earned and meaningful to the child. Rewards should not be used disproportionately for a child who finds behaving more of a challenge; we should never overlook the children who always 'do the right thing', whilst working hard with the children who struggle to do this. Details of how to address behaviours, which we do not accept, is detailed in the 'Poor Behaviour Matters' section, below.

Certificates

- School Virtue – this acknowledges a child who has displayed behaviours linked to our school virtues.
- Working Hard - this acknowledges a child who has worked hard across the week. This could be in any subject.
- Mrs Johnson's Shout Out – a certificate, not just awarded on a Friday, for children who do something that requires recognition.

When children receive a certificate, they can come into school in their home clothes on the following Monday.

Stickers

Stickers are an instant reward used across school by all adults. These may be used in work books or on jumpers/cardigans. The head teacher and deputy head teacher also use stickers to reward good work and behaviours.

Recognition Board

We use recognition boards in classrooms to promote, recognise and reward expected behaviours. There is a recognition board in each classroom. The focus is individual to the classes but promotes the schools values. The children aim to put their name on the board by the end of the day. These recognition boards are clearly visible to all learners and are used by any adults teaching in the classes.



Postcards Home

If a child shows their work to the deputy head teacher or head teacher, a postcard will be sent home celebrating their achievement. This is an opportunity to celebrate their successes again and promotes discussion at home.

Star Jars

Each class has a 'Star Jar', which they will fill up as they show the desired behaviours expected in class. They might earn a star for showing our virtues or for being a good citizen. Once the jar is full, the class will receive a reward. Examples include an extra playtime, a home clothes day or a film afternoon. The class and teacher will discuss options and an appropriate reward will be decided upon.

Poor Behaviour

In a primary school, children are not only learning to read, write and count – they are also learning to behave. As such, at times, most children will require their choice of behaviour to be checked, or addressed. At Corporation Road Community Primary School, we have a clear, stepped, approach to addressing a child who is not doing as we expect. Through the use of sanctions, children learn from experience to expect a fair and consistently applied punishment, which differentiates between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. These children will have a behavioural support plan.

Sanctions Procedure

We have an agreed system of sanctions, which all staff must adhere to. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

Classroom	Assembly	Dinner Hall	Playground
Friendly Warning	Warning	Warning	Warning
Warning	Move position	Move position	Stand with an adult
<i>From now on, behaviour is recorded on CPOMs & parents are informed.</i>			

Time out another classroom (for 20 minutes and for 5 minutes in EYFS)	Time out <i>Opportunity is given to return to assembly, having discussed why they initially left</i>	SLT	SLT
Pastoral	Pastoral		
SLT	SLT		

In Early Years, additional warnings and time out in their class might be used. There will be flexibility around children with SEN. If Pastoral Lead is not available, children will be sent straight to SLT. If children are sent to SLT, they need to be sent with work to complete.

Repair

It is the conversation about poor behaviour that changes it – not the punishment. Children need to know that if behaviour falls short of the standard expected by the school, they will have to face it, during a ‘repair conversation’. This will be with the adult that imposed the time out and not during lesson time – it should be at a lunch or playtime. If the staff member requires cover for this – it should be prioritised. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence.

The key ‘Repair Conversation Questions’ are below, which are used may be situation dependent. All staff have copies of these questions.

- 1. What happened?**
- 2. How did that make people feel?**
3. Who has been affected (hurt/ upset for KS1)?
- 4. What should we do to put things right?**
5. How can we do things differently in the future?

Those in bold are most suitable for EY / KS1.

Repeat or Serious Behaviour

In school, we identify a serious behaviour incident as:

Behaviour with intent to cause harm, distress, disruption, significant disrespect, damage to property, a threat to other stakeholders, physical aggression or violence and significant risk-taking behaviours.

If a child displays a behaviour that has serious consequences for others, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours, but also from home. As such, if a child carries out a serious behaviour incident, the staff member dealing with the incident can choose to escalate the sanction to SLT.

Behaviour Support Plans

If a child’s behaviour becomes repetitive and disruptive, they will be given a Behaviour Support Plan. This support plan is put in place to promote expected behaviours and ensure that learning can take place in a less disrupted environment. These plans are levelled to ensure the correct support is provided.

1. Behaviour short note – this is recorded on CPOMS by the class teacher. It details what is working/not working and what is already in place to support the child.

2. Level 1 Behaviour plan – this details strategies which are in place to support the child. It is visible to all adults who work with/in the class.
3. Level 2 Behaviour plan – outcomes are created and strategies to achieving these are identified. Progress towards these outcomes are reviewed and impact recorded.

A child may go straight to a Level 2 support plan, it is dependent upon the needs and/or behaviours of the child. A child might move from a level 1 to 2 but it is also possible for the level of support to be reduced.

Extreme Behaviour

Occasionally, some children may behave in an extreme way, which is out of character for them, or poses a serious risk to the child, others or the harmonious running of the school. Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs, a focused meeting involving SLT and the staff members will be arranged to discuss what happened, and will follow the repair meeting approach. Behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Repeat or Extreme defiance/ rudeness to any adult
- Persistent taunting, teasing and bullying
- Stealing
- Repeated Spitting
- Repeated Swearing

All such incidents and SLT repair meetings will be recorded on CPOMS

Behaviour linked to SEND & Trauma

Whilst we acknowledge that most children are learning how to behave in school, we also acknowledge that because of individual needs and/or trauma experienced, some of our children may need more personalised responses to their behaviour. We understand that we may need to demonstrate a 'flexible' approach when dealing with behaviours linked to a SEND need or trauma. However, we are also aware that we have a responsibility to prepare all children for life beyond school and therefore we need all our children to understand that some behaviours lead to sanctions. Staff are aware of children across school who may need this 'flexible' approach and use it at their discretion. These adaptations will be included in the child's SEND plan or separate behaviour support plan, if necessary.

Regulation

We are aware that some children need to regulate in order to be ready to learn. Across school, staff use different strategies to support these pupils. These strategies can be quite individual but include activities such as:

- Movement breaks
- Carrying weighted objects
- Using ear defenders
- Drawing
- Using Lego

We also have a sensory and physical room, which children can use to support in their regulation. Some children have set times they access these rooms, others access it as and when they feel like they need to. If this regulation time is part of provision for the child, it must not be removed as a consequence. Children must get the provision that they deserve, with an appropriate sanction implemented at an appropriate time.

Tracking Behaviour

Behaviour is recorded on CPOMs. SLT review CPOMs weekly and will also complete a fortnightly behaviour audit. From this, actions will be taken to support children who are regularly not following school expectations.

Internal Exclusion

When a child displays more extreme behaviours, they may be required to complete an internal exclusion. This could be for half a day or a full day(s). It depends upon the nature of the incident. Parents are informed via a telephone call which is followed by a letter confirming the details of the incident. It will also inform parents of the drop off and collection details. During this time, staff speak with the child to support them in 'repairing' the situation. Internal exclusions are recorded on CPOMS with the letter attached.

Suspension and Exclusion

When a child is excluded or suspended, for any length of time, they cannot be positively influenced by school; as such, it is not an approach taken lightly by the school. Importantly, however, a school must have procedures in place, by law, should the need or situation arrive. Our procedures are detailed within our Trust Exclusion Policy which is found here

<https://www.lingfieldeducationtrust.com/trust-policies>

Physical Intervention

Children should not require Physical Intervention unless they are posing an immediate risk to themselves, or others. As such, we have a full Physical Intervention Policy in place, based upon the best practice principles outlined in 'Positive Environments, Where Children Can Flourish' (OFSTED, 2018). Most staff are Team Teach trained and this is regularly updated.

Behaviour in our community

Children who attend Corporation Road Primary School are its ambassadors beyond the school day. As such, we would address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school organised or a school related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school.

Incidents outside school would be investigated fully and normal sanctions would be applied

Parents and Carers

Parent and carers play a vital role in the management of pupil behaviour and have the right to know that their child is doing well or if they need support. Parents are informed of good behaviour through our rewards systems – as well as the through the relationships that staff build with our families – catching parents on the yard, telephoning or through SeeSaw are all appropriate ways to spread good news. We expect parents and carers to model this good behaviour whilst on school property. Equally, if their child is behaving inappropriately at school, they must always be informed. It is preferable to inform the parent face to face about concerns, failing that a telephone call. In cases of challenging behaviour, parents will be invited to meet with staff. At this meeting a school behaviour plan will be completed, including agreed Team Teach holds, if necessary, in line with the school Restrictive Physical Intervention Policy.

Induction

Any new member of staff joining the school receives a copy and training of this policy.

Review

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents and children have the opportunity to review the success of the school approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here:

<https://www.lingfieldeducationtrust.com/trust-policies>

Consistent arrivals

- Children are greeted at any door they enter
- Staff will say 'good morning' to each child and children are expected to respond in an appropriate manner
- When children enter school they will hang up their coat and bag and take out the items they need in the classroom
- When entering the classroom, children will begin their morning learning
- Other adults in the room will be directed by the teacher
- All children will be ready to start the first lesson of the day by 9:00am

Lining up & moving around school

Children are expected to line up at: the end of break time or lunchtime, before they enter school for lunch, before assembly, when they move around school and sometimes at the end of the school day.

The expectations is that children line up:

- Quietly
- Join by walking to end of line – no running or pushing in
- Leave enough space
- Do not touch anyone or anything (expect for Nursery who walk with their hands on the shoulders of the person in front of them)

Children move around school:

- Quietly
- Passing the door to the next person (except for Early Years who will choose one person to hold the door open)
- Walking
- Children are aware of areas of school they should and should not be in

Pause, Signal, Insist

This is used across school to gain children's attention. In the classroom, the adult will stand in a chosen spot and raise their hand. On the playground, the adult stands in the middle of the playground and raises their hand. When the hand is raised, children and staff must follow these steps:

- Stop what they are doing
- Put everything down
- Raise their hand
- Look at the adult
- Listen to the adult until they have stopped talking
- Say 'off you go' as the signal for children to begin moving

Positive praise is used until all hands are raised and attention is gained. Until that point, the adult will not continue. This can also be used in the lunch hall and assembly to gain the attention of the children.