



Clayton Village Primary School

Positive Behaviour Policy - Lunchtime Behaviour

September 2018

Aims

The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment at all times of the school day.

Safeguarding Statement

At Clayton Village Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Clayton Village Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale

Positive behaviour is a whole school approach to the management of behaviour. The policy applies to all school activities, both in school and out of school including breakfast club, after school clubs or activities, day educational visits and longer residential visits. Rules are few in number and are very clear. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the policy as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

Basic behaviour provision - guidance for staff

- At all times use assertive interaction, avoiding non-assertive or hostile behaviour.
- Give clear instructions. Say to pupils "The instruction is...." "You will...." "Listen to my instructions first then do them....."
- Use praise more often than reprimands by at least 3 to 1.
- Praise the behaviour of every child every day.
- Catch them when they are following a rule and praise the behaviour.
- Always praise two children first who are following a rule before reminding a pupil that they should be doing.
- When you praise be specific about what they are doing right.
- Use the reward systems effectively to promote good behaviour.
- Never take back a reward.
- Make your praise varied, sincere and if appropriate accompanied by eye contact and touch.
- Pupils have a clear choice of following a rule or not. Therefore if they don't follow a rule they have chosen the consequence.
- Stay calm, remember the distinction between a raised voice and shouting.

- Never use argumentative language; you are the model for the pupil to base their responses on.

All classes follow the above basic provision to maintain good relationships and a positive atmosphere within school. In addition to the basic provision above there are whole school agreed rules which all pupils must follow. Pupils who choose to follow the rules receive rewards. Pupils who choose not to follow the rules receive consequences.

School rules

- 1. Always follow instructions from a known adult in school.**
- 2. Keep your body and objects to yourself.**
- 3. Speak politely to others.**

Lunchtime protocols

- The school rules apply during lunchtime, however, consequences and rewards differ from those used during other times of the school day.
- The lunchtime team of class TAs, play leaders, lunchtime supervisors, senior lunchtime supervisors and Learning Mentor/Inclusion Worker are responsible for the behaviour of pupils at lunchtime and will follow the protocols in this policy at all times.

Rewards

- **Reward 1** - Stickers – Lunchtime stickers to be given out to pupils who are following the school rules to promote positive reinforcement from adults.
- **Reward 2** – Fast Track Ticket – The two senior lunchtime supervisors will liaise with the other adults on duty and pick children for a fast track ticket. This child will be able to go straight to the front of the lunchtime line every day for a week and be served first.
- **Reward 3** - Overall lunchtime award for best class in school over the lunchtime period. The award will be given for -
 - calm movement throughout school
 - sensible lining up
 - good behaviour in the dining hall
 - tidiest cloakroom
 - kindness to others.

A lunchtime token will be given every day by the senior lunchtime supervisor to one class in school. At the end of every half term the class with the most tokens will be awarded a trophy to keep in their class for the following half term. The winners will be announced in the first Celebration Assembly in the first week of each half term and the trophy will be presented and kept in the winning classroom until the next presentation.

Consequences

- **Outdoor two minute time-out**
 - If a pupil breaks a school rule a member of staff will have a short behaviour discussion with the pupil and instruct them to wait for 2 minutes at the outdoor time-out station. The pupil will then be instructed to leave the time-out station and join in the lunchtime play.
 - This may happen more than once.
- **Indoor five minute time-out**
 - If a pupil's behaviour is judged to be persistent or they are unhappy with how a pupil speaks to them, the member of staff will have a short behaviour discussion with the pupil and escort them to a member of the Inclusion Team (or in their absence a senior lunchtime supervisor)

- The child will have a second behaviour discussion with the member of the Inclusion Team.
 - The pupil will then be calmly and responsibly handed over to the adult who is supervising the community room and then be instructed to wait silently for 5 minutes. This will be recorded in the Indoor Time-out book. The pupil will then be instructed to leave the indoor time-out station and join in the lunchtime play.
 - This may happen more than once.
 - If a pupil has had their name in the Indoor Time-out book more than twice in one week they will attend a behaviour discussion with a member of the Inclusion Team on the Monday of the following week for a behaviour discussion and to promote good behaviour for the coming week.
 - The Inclusion Team will contact the parents of any child who has been in the book everyday by Monday - Wednesday. This will give an opportunity for the Inclusion Team to share their concerns with the child and parents before the behaviour further escalate.
 - If the child has had their name in the Indoor Time-out book every day Monday – Thursday then they will miss their lunchtime play on Friday. The pupil will report to the Nest. This will be supervised by a member of the SLT. The designated teacher will speak to them about their behaviour before lunch, then take them into lunch and then speak to them about how they can improve their behaviour for the following week.
 - The Assistant Headteacher will meet with the Senior Lunchtime Supervisors at 1pm every Friday to discuss pupil behaviour and look at the Indoor Behaviour Book.
- **Severe behaviour**
 - Severe behaviour follows the same protocol as the main behaviour policy.
 - It is advisable that if a pupil's behaviour is judged to be severe that they discuss this with the Learning Mentor/Inclusion Worker, out of earshot of the pupil in question, to determine if it is severe.
 - If both members of staff judge the behaviour to be severe the member of staff who first dealt with the behaviour, will bring the pupil down to the office area.
 - As they enter the office area with the pupil the member of staff will deliberately use a clear and assertive voice when they instruct the pupil to stand and wait, facing the wall directly opposite the Headteacher's office. This will alert any staff in meetings or having lunch that there is a pupil waiting for a behaviour discussion and staff will close office doors or speak in lowered tones to ensure an assertive atmosphere is maintained.
 - The member of staff will then speak privately to either the Headteacher or the Assistant Headteacher about the severe behaviour and a further behaviour discussion will take place between the pupil and the Head or Assistant and the severe letter written. The pupil will stay in the admin area until the end of lunchtime. The severe letter will then be handed to the class teacher at the end of playtime.
 - If the Head or Assistant Head are not available the member of staff will ask the Admin Team members to supervise the pupil for a few minutes and go and find another member of the SLT to conduct the behaviour discussion with the pupil and issue the 'severe' letter to the child (red letter appendix 1). The member of SLT will inform the parents that their child has received a 'severe' letter in school.

Please read in conjunction with the following Policies-

- Uniform Policy
- Safeguarding Policy
- Anti-bullying Policy
- Positive Behaviour Policy

Policy approved by Head Teacher: Date:

Policy approved by Governing Body: (Chair of Governors) Date:

The date for the next policy review is.....

Appendix 1

**Clayton Village Primary School
John Street, Bradford BD14 6AD
Headteacher: Miss R Cradock
Tel: 01274 414115
E-mail:office@cvprimary.co.uk**

Date: _____

Dear Parent/Guardian,

Today _____ behaved in a severe manner and the consequence is a letter to inform you of this.

Your child

Your child has been spoken to by their class teacher and the Headteacher or Assistant Headteacher. Please will you speak to your child about this unacceptable behaviour.

Working in partnership in this way helps us to maintain good standards of discipline and ensure pupils make the best possible progress. Thank you for your support in this matter.

Yours sincerely

Miss R Cradock
Headteacher