



**Courtney Primary School**  
**Nurture, Inspire, Flourish.**

# Behaviour Policy

**Courtney Primary School**

**Reviewed:** August 2020      **by** Gareth Thomas, Deputy Headteacher

**New Review Date:** October 2021

**Signed by:** D Wood

**Position:** Headteacher

## General principles

- All children, staff and visitors have the right to feel safe at all times at school.
- Courtney Primary is an inclusive school. All members of the school community will be free from discrimination of any sort.
- Staff, children and parents will work together to maintain a suitable climate for learning.
- Consistency is key in the behaviour policy being effective. All staff members will follow the agreed protocols for administering the policy.
- Our behaviour policy is based on a positive approach where children are expected to behave well both outside and inside of school. Such behaviour will be rewarded.
- The agreed range of rewards and sanctions will be applied fairly in such a way as to encourage positive behaviour, including outside in the playground and at dinnertimes.
- Fixed term exclusions will be used to address both repeated and more serious poor behaviour choices. **Internal exclusions have been suspended during Covid.**
- Permanent exclusions will only be used as the very last resort.
- Reception Class require an age-appropriate approach so will implement the sanctions e.g. loss of 'choosing time' on the same day any poor choice occurs. Adults will be informed at pick up. There will be a transitional time between EYFS and Y1 to adjust to the whole school reward and sanction system.
- All kinds of behaviour, either inside or outside the classroom, will be recorded in the class Behaviour Book. This means that we operate an incremental reward system based on cumulative 'rewards' over time but also so that repeated poor behaviours and whole school patterns can be easily identified and addressed.
- Copies of the behaviour policy will be in the front of the behaviour books.
- All teachers will monitor patterns in behaviour of their own classes and be the first port of call for administering rewards and sanctions.
- All behaviour books will be handed to the Deputy Headteacher/Headteacher before assembly on Fridays for monitoring purposes.
- The Senior Leadership Team will monitor overall trends within school and ask 'critical friend' questions if there are ongoing issues. This may result in comments being made in the behaviour books for teachers to react to.

The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

## **Mission Statement**

**Nurture, Inspire, Flourish.**

## **Vision Statement**

At Courtney, staff, governors and parents work together to ensure children receive a rich, inspiring and engaging education in a safe and nurturing environment. By providing each child with opportunities to flourish, we develop an aspiration to expect high standards of achievement in all areas of life and start them on their personal journey of lifelong learning.

## **Ethos**

We are committed to developing a welcoming, safe and stimulating learning environment that will enable our pupils to become responsible citizens and lifelong learners. We celebrate that our pupils bring different experiences, interests and strengths, which we will use to influence the way we teach. Our commitment to creating a nurturing ethos supports all individuals in their journey to achieve their full and unique potential.

## **Aims**

### **Nurture**

We know that children learn best when they enjoy school and are feeling safe and happy. We will:

- promote well-being and the development of the whole child.
- develop the skills needed for strong, healthy and supportive relationships to thrive.
- champion and encourage mutual respect and tolerance.
- develop growth mindsets to encourage resilience and perseverance.
- encourage the adoption of healthy lifestyle choices.
- develop a strong sense of self-worth and belonging.
- celebrate individuality and personal successes.
- allow each child's voice to be heard.

### **Inspire**

We will:

- create a culture of ambition and aspiration.
- develop positive attitudes to learning based on hard work and commitment.
- develop creative, innovative and adaptable minds.
- inspire each child to be their best self.
- provide experiences to develop creativity and imagination.
- provide the highest quality teaching and learning.
- offer activities which allow children to discover new passions.
- provide a range of 'stages' to showcase and develop skills and talents.
- participate in events which involve meeting with children from other schools.

### **Flourish**

The children will:

- achieve their academic potential.
- have the skills needed to be life-long learners in a changing world.
- understand the positive role they can play within the wider community.
- be rounded individuals and confident to be themselves.
- have empathy and self-awareness.
- be able to use their skills in a range of different situations

## Courtney Crown Values

Our Crown Values set out the positive behaviours we want to see demonstrated throughout school. **These are updated at the end of every year.**

Term	Courtney Crown Values 2020-21	Jigsaw scheme of work
1	We understand how to lead physically and mentally healthy lives.	Being me in my world
2	We respect the rights of others through understanding similarities and differences.	Celebrating difference
3	We commit ourselves to be resilient and persistent when working towards ambitious targets.	Dreams and goals
4	We understand how to lead physically and mentally healthy lives.	Healthy me
5	We maintain healthy relationships by being kind and by being assertive when needed.	Relationships
6	We celebrate our achievements and are proud of our efforts.	Changing me

As well as these, at the start of each academic year, each class will create their own set of positively-worded class charter, following the guidance in the Jigsaw scheme of work, which will be displayed on their classroom wall.

## Behaviour Tree in EYFS

Great Achiever (Gold)	You have followed the Crown Values and you have achieved great things with your behaviour. Your parents will be informed by text message. You will receive a gold sticker. You will receive 5 house points (once we've introduced house points in Term 3).
Great Mover (Silver)	You are showing that you understand the Crown Values and that you are capable of achieving great things. You will receive a silver sticker. You will receive 3 House points (once we've introduced house points in Term 3).
Starter (Green)	Ready to learn
Warning Area	Children will be given a verbal warning before being moved to the warning area.
Blocker (Yellow)	N/A
Blocker (Amber)	N/A
Blocker (Red)	You have shown blocker behaviour and have not stopped, even after a warning. Miss 5 minutes of continuous provision.  <i>If any further blocker behaviours take place Headteacher or Deputy Headteacher will be asked to speak to you. Your parents will be informed.</i>  <i>Agree a way forward with a review date.</i>

## Behaviour Tree in KS1

Great Achiever (Gold)	You have followed the Crown Values and you have achieved great things with your behaviour. Your parents will be informed by text message. You will receive a gold sticker. You will receive 5 house points.
Great Mover (Silver)	You are showing that you understand the Crown Values and that you are capable of achieving great things. You will receive a silver sticker. You will receive 3 House points.
Starter (Green)	Ready to learn
Warning Area	
Blocker (Yellow)	You have shown blocker behaviour and have not stopped, even after a warning. Miss 5 minutes of Golden Time.
Blocker (Amber)	5 minutes reflecting with your class teacher (your class teacher will complete the reflection sheet with you). This period will be timed with a sand timer. The reflection sheet will be added to the class behaviour book. This will happen during the day where it will minimise the impact on learning.  You will finish any missed work at playtime or at home and miss 10 minutes of Golden Time.
Blocker (Red)	Headteacher or Deputy Headteacher will be asked to speak to you. Your parents will be informed.  Agree a way forward with a review date.

## Behaviour Tree in KS2

Great Achiever (Gold)	You have followed the Crown Values and you have achieved great things with your behaviour. Your parents will be informed by text message. You will receive a gold sticker. You will receive 5 house points.
Great Mover (Silver)	You are showing that you understand the Crown Values and that you are capable of achieving great things. You will receive a silver sticker. You will receive 3 House points.
Starter (Green)	Ready to learn
Warning Area	
Blocker (Yellow)	You have shown blocker behaviour and have not stopped, even after a warning. 5 minutes of Reflection Time on Thursday.
Blocker (Amber)	10 minutes completing a reflection sheet, which will be with your class teacher. This period will be timed with a sand timer. The reflection sheet will be added to the class behaviour book. This will happen during the day where it will minimise the impact on learning.  You will finish any missed work at playtime or at home.

	10 minutes of Reflection Time on Thursday.
Blocker (Red)	Headteacher or Deputy Headteacher will be asked to speak to you. Your parents will be informed.  We will agree a way forward with a review date.

### Protocol for using the Behaviour Tree

- The Behaviour Tree will be displayed in each class in a common format.
- Descriptions of the kinds of behaviours will be displayed at the side of the Behaviour Tree.
- Names will be placed in each area so that they can be moved accordingly during the day.
- All children will start the day on green.
- Children making the right choices will ascend the Behaviour Tree.
- If a child makes the wrong choices and has reached warning or below, they do not move back up the tree.
- The child or an adult can move the name on the tree.
- Each child's position on the Behaviour Tree, other than Green, at the end of each day will be recorded in the behaviour book. This includes any warnings given.
- If a child is on silver or gold and then makes a poor choice, they will be moved to green.
- For children with an individual behaviour tree (SEND), they will use their Behaviour Tree as agreed with the SENDCo.

## Rewards

If a child is making the right choice, they will be moved up the Behaviour Tree.

At playtimes and dinnertimes, an adult can award a white slip for making the right choices. This should be recorded on the Behaviour Tree and the slip sent home for parents to see.

These lists of positive behaviour contain suggestions of what positive behaviour may look like but, by no means, exhaustive. Children should be demonstrating the Courtney Crown Values.

	In Class	Playtimes and Dinnertimes (Via White Slips)
Positive Behaviour	<ul style="list-style-type: none"><li>• Contributing well to lessons</li><li>• Resilience in tasks</li><li>• Making mistakes and learning from them</li><li>• Not giving up</li><li>• Good teamwork</li><li>• Showing kindness</li><li>• Positive attitude</li><li>• Willingness to get involved</li><li>• Showing 'can do' attitude</li><li>• Encouraging others</li><li>• Helpfulness</li><li>• Being pleased for peers' success</li></ul>	<ul style="list-style-type: none"><li>• Tidying Up</li><li>• Showing politeness</li><li>• Good teamwork</li><li>• Showing kindness</li><li>• Positive attitude</li><li>• Willingness to get involved</li><li>• Encouraging others</li><li>• Helpfulness</li></ul>

Any child who reaches silver will get a special silver sticker.

Any child who reaches gold will get a special gold sticker and a text home. Teachers/TAs to send an email to the office by 4pm for children who are on gold.

**Please send email to [office@courtneyyps.org.uk](mailto:office@courtneyyps.org.uk)**

The Book of Pride will also be used for any child who has been nominated by an adult in the school for making good behaviour choices and going 'above and beyond'. Email a photograph with an explanation to the Headteacher for inclusion within the book of pride.

## House Points

House points can still be awarded for one off positive behaviours but in small increments or 1 or 2 house points. This is to allow the children who are exhibiting very positive behaviour consistently to be recognised.

Examples of why house points might be awarded for one off positive behaviours include:

- Contributing to the learning
- Being ready for learning
- Holding the door open
- Tidying up, especially when not reminded
- Good manners e.g saying please and thank-you, addressing adults by their name

## Sanctions

These are examples of the kind of behaviours which will result in moving one step down the Behaviour Tree at a time. A warning will always precede the first movement down the Behaviour Tree.

### What are low level 'blocker' behaviours?

In Class	Playtimes and Dinnertimes
<ul style="list-style-type: none"> <li>• Persistent calling out</li> <li>• Chatting when directed otherwise</li> <li>• Intentionally moving equipment so that it stops learning</li> <li>• Swinging on chairs</li> <li>• Interrupting others</li> <li>• Using rude words</li> <li>• Provoking others deliberately</li> <li>• Refusal to share</li> <li>• Throwing objects (not aimed)</li> <li>• Spitting (not aimed)</li> <li>• Disregard for school equipment e.g. not looking after stationery</li> <li>• Not doing work</li> <li>• Being unkind</li> <li>• Delay in doing what has been asked</li> <li>• Laughing at someone</li> <li>• Looking at someone to cause upset</li> <li>• Excluding someone on purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Playing in areas that are not permitted</li> <li>• Chasing others around playground (that's not part of a game)</li> <li>• 'Spying' on other children's games</li> <li>• Refusal to share</li> <li>• Using rude words</li> <li>• Being unkind</li> <li>• Not wearing a coat when asked to</li> <li>• Going back into school when told to be outside</li> <li>• Rough play including fighting games</li> <li>• Hurting with words (first time)</li> <li>• Dangerous behaviour- e.g. playing tag on the slide</li> <li>• Aggressive sports play e.g. tackling in football when someone might get hurt</li> <li>• Damaging property where it was avoidable</li> <li>• Throwing objects (not aimed)</li> <li>• Spitting (not aimed)</li> <li>• Answering back</li> </ul>

- **EYFS and Key Stage 1** - If a child is placed on Yellow or below on the Behaviour Tree, this will result in the accumulative loss of Golden Time, as stipulated according to colour.
- **Key Stage 2** – If a child is placed on Yellow or below on the Behaviour Tree, this will result in the accumulative loss of Thursday Lunch Time, which will be a Reflection Time.
- At lunchtimes, all staff will carry pink slips. These will be a means of informing the classteacher about wrong choices. The classteacher should react accordingly by altering the child's position on the Behaviour Tree and, if appropriate, administering the sanction.
- All outcomes of meetings and/or conversations with parents will be recorded on CPOMs.
- During the monitoring process on Thursday, the Headteacher or Deputy Headteacher will write an action for the classteacher to carry out if there are repeat offenders or will contact parents themselves.



## **Golden Time in KS1**

- Children who have lost Golden Time through the week, will have an opportunity to reflect on their behaviour choices with the class teacher in Golden Time.
- Children who have no incidents recorded will have a full 20 minutes of Golden Time at a time convenient to their classteacher.

## **Reflection Time in KS2**

- Reflecting on their own behaviour choices with either the DHT or HT empowers the children to understand, identify and control their low level 'blocker' behaviours.
- Weekly 'Reflection Time' on a Thursday lunchtime will be used to monitor the reflection sheets, support and improve whole school behaviour trends through tracking.

## **Team representation – updated last year**

- To make the link clear between behaviour, being a role model and representing the school, there will be occasions in Upper Key Stage Two when moving down to Yellow, Amber or Red will result in a child being de-selected from representing Courtney at an inter-school game, tournament or festival.
- It is the responsibility of the club/event leads to ensure children are aware of this consequence at the beginning of each term when the clubs start.
- When this event has passed, that child will be eligible for future representation.
- This system is reset at the beginning of each term. Our Sports Leader, Chris Smith, will liaise with relevant teachers upon selecting teams for events.

## **Leadership – updated last year**

- To make the link clear between behaviour, being a role model and representing the school, any child who regularly makes the wrong choices in school will have their House Captaincy, Deputy House Captaincy or School Council status either suspended or removed.

## **Behaviour Books**

- Each class has its own Behaviour Book. This is filled in daily and should be a record of every child who has moved off the starter Green colour on the Behaviour Tree.
- Records for poor behaviour in the behaviour book should include: what happened, when and where they occurred.
- Each week, a member of the Senior Leadership Team will monitor the Behaviour Books and talk to each child who has made poor behaviour choices individually in order for them to learn from it and make the right choices the following week.

## Lunchtimes

At lunchtime, a pink slip will be filled in by the LBS team. These will not be sent home but stapled into the class Behaviour Book.

**Blocker behaviour (1<sup>st</sup> offence)** will result in a warning given by the member of the LBS team. The LBS team will not repeat warnings for the same offence over a period of days.

**Blocker behaviour (2<sup>nd</sup> offence)** will result in a pink slip, which can either be given on the same lunchtime (following a warning) or on the following day if the behaviour is repeated e.g. play fighting or throwing sand in the sand pit.

The class teacher will adjust the child's position on the behaviour tree.

The Headteacher and Deputy Headteacher will monitor the trends of behaviour during lunchtimes. If any member of staff is concerned about behaviour during lunchtime, they are to notify a member of SLT.

## Severe Behaviour

### What is severe behaviour?

This is behaviour which will not be tolerated and will operate separately from the Behaviour Tree. In these incidents, the child will be sent to the Headteacher or the Deputy Headteacher and who will deal with it in the ways listed.

An attempt has been made to list typical behaviour that our school will not tolerate but some incidents will have to be considered as situations arise and in response to contextual information.

<b>Internal Exclusion</b> Sent to another class for the rest of the day. Parents informed Incident recorded on internal exclusion form for monitoring purposes Three internal exclusions in a term will result in a formal meeting with SLT, parents and the child  <b>Due to Covid restrictions, internal exclusions are suspended and children will be sent home.</b>	<b>External Exclusion</b> Sent home for a set period of time- proportional to wrong doing Parents called in Meeting with parents on return to school to agree actions so that repeated behaviour doesn't happen Three external exclusions will result in a formal meeting with SLT and pastoral support plan set up
<ul style="list-style-type: none"> <li>• Leaving class without permission</li> <li>• Rudeness to an adult- rolling eyes, huffing, extremely personal remarks</li> <li>• Intentional spitting at someone</li> <li>• Strong swearing to any member of the school community</li> <li>• Comments that are racism, homophobic or relate to physical disabilities or gender, both in person or on social media</li> <li>• Hurting anyone physically on purpose for any reason</li> <li>• Hurting with words (repeat offence)</li> <li>• Continued bullying (physical, verbal or on social media) after a warning from</li> </ul>	<ul style="list-style-type: none"> <li>• Serious challenge to authority (this includes not responding to a repeated request by SLT or HT)</li> <li>• Extreme physical aggression to other pupils or self</li> <li>• Continued bullying- physical, verbal or on social media</li> <li>• Extremely dangerous behaviour</li> <li>• Throwing things intentionally at a member of staff</li> <li>• Physical abuse</li> <li>• Slanderous comments about a member of staff, either verbally or online</li> <li>• Hurtful comments on social media which</li> </ul>

<p>Headteacher/Deputy Headteacher</p> <ul style="list-style-type: none"> <li>• Intentional damage to property</li> <li>• Stealing (maturity, item and intent taken into account)</li> <li>• Throwing dangerous objects-throwing in anger or violence</li> <li>• Hurtful comments on social media which cause upset inside school (first offence)</li> <li>• Crude or sexualised remarks or gestures to another person</li> </ul>	<p>cause upset inside school (repeat offence after an internal exclusion)</p>
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## Communication

- Staff will be made aware from the SENDCo about those children who have different behaviour strategies, as recommended by outside agencies, via the school bulletin. These children will be on the SEND register.
- Class teachers will inform LBS team of any relevant behaviour issues.
- Other behaviour issues will be communicated through the weekly bulletin.
- LBS will inform teachers if there have been issues at breaktimes with friendships, eating etc through a 'Just to let you know' slip which might not be flagged up via a pink slip.

## SEND

- When a child has specific SEND needs for social, emotional and mental health (e.g. attachment, Autistic Spectrum Condition) which results in them being unable to access whole school systems, personalised approaches will be agreed. These will be shared with staff members, parents and children where relevant.
- For extreme cases, there will be one identified member of staff dealing with the incident with others in support. Too much interference from too many people will lead to an escalation of the incident.
- 'Safe Spaces' will be identified for children with SEND, as agreed with the SENDCo.

## Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (Section 93, Education and Inspections Act 2006). This will cover the Out of School Club. Force will only be used as a last result.

There are a number of staff that are appropriately trained in the use of force - 'team teach'. Where at all possible, these will be adults to use reasonable force.

School can use reasonable force to:

- Restrain a pupil where their own safety, or that of others, is at risk.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves or others through physical outbursts.